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ABSTRACT

This manual is intended to help library staff maximize their work by providing information and references to many of the "frequently asked questions." There are two parts to the manual. The "Overview" is an introduction to school librarianship in Alaska that discusses putting school libraries in perspective; managing the school library; connecting people and information; and becoming an information leader. An index separates the Overview from the "Nitty Gritty" section. This section takes on specific topics and presents them alphabetically, providing a brief explanation of the subject with practical "how to" suggestions for implementing ideas or following up with further study. Topics in the "Nitty Gritty" section are designed to be copied for use in the library. (AEF)

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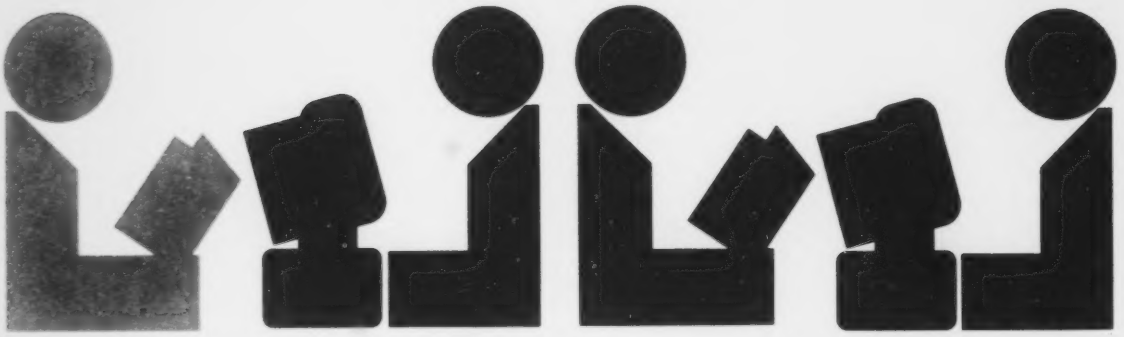

Alaska K-12 School Libraries 2000

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Revised and updated by Lois A. Petersen
Alaska State Department of Education and Early Development

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Alaska K-12 School Libraries 2000

Revised and updated by Lois A. Petersen
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2000

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Many thanks to Alaska's school librarians for their general suggestions and written contributions on both the original *Handbook for Alaska K-12 School Libraries* and this "Year 2000" revised edition. Major contributions are footnoted but many informal comments and suggestions have added to the richness of this document.

Audrey Kolb's *Manual for Small Libraries in Alaska* was the inspiration for publishing a companion volume for school libraries. Parts of that text were incorporated into this manual. Works from other state libraries and published materials from experts in the field were also consulted and are cited within this Handbook.

A special thanks goes to Ruth Jean Shaw, Anchorage School District Library Resources manager, for indexing this work. In addition, our thanks to Sue Sherif, Youth Services Librarian at Noel Wien Library in Fairbanks, for updating the Alaskana Bibliography. Finally, we appreciate Wanda Seamster at UAA, who created the graphic design used in both the original and revised editions.

Major contributions to this revised publication were also made by Della Matthis, Susan Elliott, Mary Jennings, Tracy Swaim, Patience Frederiksen, Pat Meek (all current or previous staff of the Alaska State Library), Chris Bristah and Jane Baird (Anchorage Municipal Libraries), Roz Goodman (District Librarian at Southwest Region Schools), proof-readers George Smith (Alaska State Library) and Frank Pratt Jr (Bering Strait Schools) and the completely indispensable right hand in the Anchorage office of the Alaska State Library, JoAnn Berna.

This publication was released by the Department of Education and Early Development. It was produced at a cost of $7.50 per copy to provide school librarians with an updatable source of information and advice on program management. *The Handbook for Alaska K-12 School Libraries - 2000* was printed in Anchorage.

Preface

The Alaska State Library is pleased to present each school in Alaska with a copy of the *K-12 Manual for Alaska School Libraries - 2000.* The guide is a general introduction to school libraries with specific information for school libraries in Alaska.

Alaska has 53 public school districts with nearly 500 schools. More than 60% of public schools in Alaska have fewer than 200 students. In small schools people are expected to fill multiple roles. It is not unusual to find school libraries staffed by individuals with little or no preparation assigned to the library (often only a few hours a day). Regardless of the size of the school, running a school library is a big job. It is important to make every minute productive.

This guide helps library staff maximize their work by providing information and references to many of the "frequently asked questions." Alaska school librarians told us early in the project that what they really wanted was the "Nitty Gritty" of running a school library. We have tried to address that request in this "user-friendly" guide.

There are two parts to the manual—the Overview and the Nitty Gritty section. The Overview is an introduction to school librarianship in Alaska. The "Nitty Gritty" section takes specific topics and provides a brief explanation of the subject with practical "how to" suggestions for implementing ideas or following up with further study. Sections of the Nitty Gritty are designed to be copied for use in the library.

The best way to familiarize yourself with this manual is to (1) Glance through the Table of Contents; (2) Read the Overview; (3) Skim through the Nitty Gritty. Once you are acquainted with the topics covered you can refer to them as needed. Several special features should facilitate your use of the guide: bibliographies where appropriate, cross references, web site addresses, an index, and the outline for the Nitty Gritty on back cover.

Dr. Clara Sitter, who published the 1995 edition of this Handbook, came to this project with seventeen years experience as a secondary school librarian. When the 1995 edition was developed, she was a library faculty membe at the University of Alaska Anchorage (UAA) Consortium Library. During the winter of 1994 an arrangement between UAA and the Alaska State Library provided an opportunity for her to begin work on this manual.

Della Matthis, who was instrumental in the completion of the 1995 edition, assumed the position of School Library Coordinator for the Alaska State Library in 1995. She brought sixteen years experience as a school librarian in the Anchorage School District and three years experience as a computer teacher expert to the positon.

Lois Petersen, who was hired as School Library Coordinator after Della Matthis retired the position in July 1999, updated and published this revised edition. Lois earned her MLS from the University of Missouri and has been a school librarian in Alaska for 14 years, working in elementary, secondary, K-12 and district library positions mostly in the "bush" or rural areas.

We hope you will find this guide helpful whether you are new to the job or a "seasoned" school librarian. Your comments and suggestions for future revisions can be sent to the following address:

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No manual can answer all of your questions. The Alaska State Library is committed to providing consulting assistance to Alaska Schools through the Office of the School Library Coordinator for help when it is needed. In the meantime, read on ...

Alaska School Libraries: An Overview

Putting Alaska School Libraries in Perspective

It is an awesome responsibility to be in charge of a school library! Working in the school library involves you in the education of every child in the school, which also connects you with each of their parents. You work with every teacher in your building as well as the administrative team for your school.

Besides being an important responsibility, school librarianship is a big job. It is big job because in most schools it involves many people, a great deal of information, and many different kinds of responsibilities. The work is broad in scope and each element is layered in a number of ways.

School librarians work with library users of many ages, abilities, interests and learning styles. Connecting these students, teachers, administrators, parents and members of the community with information spanning various subjects, formats and reading levels, and located in sources within and outside the school adds complexities. School librarians are also responsible for the development and management of the collection, facility and library program. In most schools the person in charge of the school library works alone or with little help and may have additional responsibilities for part of the day outside the library or even outside the school. A school librarian's job is never completed - there is always more that can be done.

To avoid becoming overwhelmed by the enormous job or bogged down in the daily details, it may help to step back and look at the big picture to see where the school library fits. There are a number of ways to look at school libraries including: as a link in a network of libraries and as a component of education. In addition there are various formal and informal relationships.

Link in a Network of Libraries

Libraries are divided into four general categories, based on the type of clientele served: public, academic, school and special. According to recent ALA statistics, there are approximately 98,000 school librarians in the United States as compared to around 16,000 public libraries, 13,000 special and 5,000 academic libraries. School libraries represent approximately 74% of all types of libraries combined.

When looking at the number of librarians, however, we get a slightly different picture. School librarians make up a smaller percentage of the total number of librarians because while most public, special, and academic libraries employ multiple librarians, most schools are staffed by one librarian only.

Any way we look at the numbers of libraries and librarians, however, it is clear that school libraries are a major part of the library information network. It is important for the school library link to be strong and active.

Connections among libraries and librarians have existed informally for many years. Libraries are formally networked for the purpose of resource sharing through interlibrary loan. Schools have not always been active participants in interlibrary loan, but new technologies and services have made it much easier for schools to provide broader access to materials.

With innumerable resources available electronically, it is important that libraries provide access beyond the school library walls. The information highway will not replace libraries but it can certainly supplement school collections.

Today most school libraries have access to a variety of communication tools. Advances in communication technology have increased the school librarians' options for contact with other library personnel through e-mail, fax and the Internet. This opportunity for interaction with other librarians can increase the

productivity of library personnel in schools. The value of shared ideas and support as well as resources cannot be underestimated.

Check with your principal or the School Library Coordinator if you have questions about increasing your opportunities for electronic communication. Local, state and national associations provide a starting point to begin an exchange of information with other librarians. With greater access to the communication network, the school librarian is no longer isolated. (See Associations & Organizations/A-5, Interlibrary Loan/I-2, SLED/S-6, and WWW - Recommended Sites/W-2.)

How are school libraries alike and different from other libraries?

Libraries are alike in that they all are in the information business with a specific mission and measurable goals to connect the user with the information needed. The most obvious differences are the library user and the focus of the collection.

The school library is often the first, and sometimes the only, contact children have with libraries. School libraries are essential in helping people become lifeffective users of ideas and information. (See *Information Power*/I-1 and *Research Summaries*/R-4.)

Providing resources, encouraging reading, and teaching information skills are among the top priorities of school librarians. The information-handling skills that children learn in school and the attitudes they develop about libraries and learning will stay with them for the rest of their lives.

All libraries are educational in nature but the teaching element is particularly strong in school libraries. Academic libraries also assume a responsibility for helping students (and faculty) become independent users while public and special libraries focus more on service and are more likely to provide the information than to show users how to find it themselves.

School library collections are more "fluid" than larger "research" collections. The school library directly supports the curriculum so it is important to update school collections on a regular basis. This means that new information is added but also that "weeding" or removal of outdated materials is necessary. (See *Selection*/S-3 and *Weeding*/W-1.)

School libraries are likely to be staffed by only one or two people. Specialization of duties is less likely to occur in schools where it is common to "do everything."

Component in the Education System

The library is, or should be, integrated into classroom learning. Most classroom lessons can be enhanced by library resources. It is important to work closely with teachers to provide that opportunity for student learning. People learn a process best when they have a need for the end result. In other words, students will remember how to find information when they have a need (or better yet, a strong interest) in finding it. Some of the most successful library instruction will be done in tandem with classroom teachers, while other instruction takes place informally, one-on-one, when students come to the library to research a particular topic or assignment.

By working with teachers in planning assignments, you will anticipate student questions and be better prepared to help answer them. The school librarian and the teacher work together to help students learn both the information itself and the search process necessary to find the needed information. (See *Big6*/B-4, Information Power/I-1, and *Library/Information Literacy Standards*/L-2.)

Many elementary schools in Alaska continue to send classes into the library on a fixed schedule to provide planning time for the teacher. Although there are many advantages of flexible scheduling (see Schedules/S-1), there is also much resistance to change. In any case, the role of the school library in the education of children and youth is critical.

How do school librarians differ from other educators?

School librarians are "blended professionals"- part teacher, part administrator, part support staff. The proportions vary from school to school but usually some aspects of all elements are present in each school librarian's job.

Certified librarians in schools are required to be trained as teachers and may have taught in the class-

room for a number of years. They naturally feel strong bonds with education.

A good school librarian must be able to manage well. Managing a school library requires administrative skills. Somewhat like counselors, school nurses and other support staff, school librarians consult with students, teachers, parents, administrators and others regarding educational resources.

Paraprofessional or clerical staff assigned to manage the library may or may not have training or a district librarian to call upon for support. Many schools are fortunate to have dedicated, committed paraprofessionals running their libraries. In the face of declining budgets the picture does not look promising for providing more professional support for these special people in school libraries. Those of you in this situation can take some comfort in the fact that you are not alone. Even in the smallest schools, the person in charge of the school library is given a great responsibility.

School librarianship is just one part of education but it is unique in that it relates to each element in the curriculum and to many aspects of administration. School librarians need to be information specialists as well as curriculum generalists. Because of the complexities of librarianship and its unique nature, the school librarian's job is often not understood. Many people simply do not realize all of the components of the position, and we, as school librarians, do not always do a good job of explaining them.

Other Relationships

Alaska school libraries will also have a direct or indirect relationship to some or all of the groups listed below. You must be aware of the nature of the relationship: advisory or authoritative.

Municipal/Borough Assemblies.

Some Alaska school district budgets fall under the authority of the municipal/borough assembly. Anchorage is one example. This adds another layer of "government" to the system and can make the budget process cumbersome especially when available resources are declining.

Neighborhoods and Communities.

School libraries are a valuable resource for the community. Some communities have combined the public and school library collections to provide services to all members of the area. This works well in some situations. The Alaska State Library can provide your community with information on combined school/public facilities. In any case, you cannot underestimate the value of your library as a community resource.

School Districts, State-Run Schools, and Cooperatives

Most public school libraries in Alaska have an official direct relationship with one of the more than 50 School Districts. Your school may be the only school in the district or it may be only one of nearly 100 schools under the responsibility of the elected school board and the administrative team hired by the board.

Some districts share the cost of services. Your district might consider contracting for the services of a district media coordinator.

Accrediting Associations.

Regional accrediting agencies throughout the United States have the responsibility of monitoring schools for the purpose of accreditation. Alaska schools are accredited by the Northwest Association of Schools & Colleges with offices in Boise, Idaho. The Association publishes guidelines for schools of all levels but generally only secondary schools go through the accreditation process. (See the entry under *Accreditation Standards/A-1.*)

Alaska Department of Education.

Aspects of school librarianship fall under the umbrella of the Department of Education, specifically the Division of State Libraries, Archives and Museums. The School Library Coordinator is a member of the Library Development Section that provides training, consultation, reference service, general assistance and professional development to libraries and librarians within their service areas. The relationship is advisory. (See *Alaska State Library/* A-3.)

U.S. Department of Education.

Through ERIC the U.S. Department of Education relates to school libraries in a support capacity. The Clearinghouse on Information and Technology has the most to offer school libraries but the Clearinghouse on Reading, English and Communication Skills includes the role of libraries in fostering and guiding reading. The Clearinghouse on Rural Education and Small Schools includes Alaska natives. (See the entry under *ERIC/E-2.)*

Alaska State Legislature.

Funding for public schools in Alaska is allocated by the state legislature. The budget is then passed on to municipal govenments and school districts for distribution. Currently decisions made in late spring decide the budget for the year beginning in July.

U.S. Congress

The legislative arm of the federal government occasionally passes bills relating to education. At present the reauthorization of ESEA legislation is being considered. Within some of the bill proposals there is significant money earmarked for updating library collections.

Many of these decision making bodies are elected. It is important for you to be aware of the issues related to education and school libraries. Talk with your representatives about their positions on education issues. Remember to vote in each election. Every single vote in Alaska is important. You can impact outcomes by being an informed voter.

Once you have identified where you fit into the big picture you can begin to examine the foundation for your own library program. Looking at the foundation of your specific library will help you focus your energies so that your work becomes more meaningful and purposeful.

Managing Your School Library

The framework of your school library media program is made up of (1) your foundation documents and (2) the resources with which you have to work.

Laying the Foundation
- Mission Statement
- Goals and Objectives

Assessing Your Resources
- Facilities
- Collection
- Team
- Budget

Identifying Management Skills
- Planning
- Organizing
- Staffing
- Directing
- Evaluating
- Reporting

Laying the Foundation

Basic to your foundation documents are your mission statement, goals and objectives.

Mission Statements

A mission statement simply states the purpose of your library. It can be as short as a few sentences to a page or more. An example from *Information Power* is only one sentence:

> The mission of the library media program is to ensure that students and staff are effective users of ideas and information.

A mission statement simply states the purpose of your library.

The statement continues by explaining how the mission is accomplished.

Common elements in mission statements are (1) an identification of the library users and (2) an identification of the needs to be met as well as the concepts included such as supporting the curriculum, encouraging reading or preparing students for lifelong learning. The mission establishes the scope of the library's activities, acts as a foundation for planning, and gives direction to the library's daily activities.

If your school library or your district does not have a mission statement you may want to discuss it with your principal. A library advisory committee might help draft a mission statement. Once your mission statement is adopted, it will provide a checkpoint to keep you on track.

Goals and Objectives

Your goals and objectives will further determine the direction for your library media program. Goals chart the future of the library's functions, services and programs.

A library usually has several goals. Goals may be grouped by function such as program (including instruction, consulting, public relations and other collection utilization activities), management (such as staffing, facilities, budgeting, and others), collection development (including selection, acquisitions, evaluation.) An example of a goal is:

> Example: To provide intellectual and physical access to materials in all formats.
>
> *Goals are broad in scope, may be on-going, and might never be achieved.*

Your district school board and administrators may have established goals and objectives. It is advisable to link some of your goals to those of your school and district as well as to state and national standards.

Objectives are specific and measurable; generally there is a time frame given for achieving the objectives. Examine your goals and objectives early in the academic year and discuss them with your principal, district media coordinator (if you have one) and your library advisory committee (if you have one). You will probably want to identify new goals and objectives each school year though some may carry over for more than one year. Your library objectives will probably be limited by the semester or the academic year. You may have several objectives supporting each of your goals.

> Example of an objective for one goal:
>
> G. Provide a current reference collection
>
> O. By May 1996 the reference collection 000-300 will be weeded
>
> *Objectives are specific and measurable; generally there is a time frame given for achieving the objectives.*

Assessing Your Resources

Once you know what you have to do, you can turn your attention to your resources - what you have to work with to accomplish the goals and objectives. School library resources fall into four general categories: (1) facility (2) collection (3) team and (4) budget.

Facilities

Unless you have the experience of planning a new library media center or the remodeling of an older one, you will have a facility already set up in which to operate your library program. Even though you can not do much about the walls, doors and permanent fixtures, you may have some flexibility in the arrangement of furnishings and equipment within the library.

You may want to live with things as they are for a while until you see what works and what doesn't work. It is not easy to move library books, shelves and furniture, but it can be done and may be worth

the effort to make your facility function better.

Remember basic functions, activities, supervision, traffic patterns, security and other problems when considering rearrangement of the center. Other important considerations include light, temperature, ventilation, sound, space and color - all of which contribute in a positive or negative way to the general atmosphere of the library. You will want to do everything in your control to see that the facility contributes to positive learning environment. *Facilities/F-1* includes ideas to consider before undertaking a facility project. Other resources are available from the School Library Coordinator's office.

A number of communities have successfully combined school and public library facilities. This practice is not unique to Alaska and may offer advantages to small communities. The School Library Coordinator or one of the other coordinators at the Alaska State Library can provide more information about combined facilities if your community is considering this arrangement.

Collection

The library media collection is the most important tool you have in your program. Ideally it provides a foundation of information for faculty and students to develop the learning process that begins in the classroom. Your job is to help the user (students and faculty) make the connections with the resources in your collection as well as others that are accessible.

Development and utilization of the collection are the two most important things you do. Everything you do should relate in some way to connecting users with information. (See *Selection*/S-3.)

Team

When you work in a school library you may feel like you are all alone but you actually have a whole team of potential supporters. You should have some (or all) of the following people available to call upon for help.

Team

Building
- Faculty and Staff
- Administration
- Students

District Level
- District Library Coordinator
- School Board Members

Community
- Volunteers
- Other Librarians

State
- School Library Coord./ASL
- Alaska AASL, AkLA
- Other Librarians

Beyond Alaska
- AASL, ALA
- ERIC Clearinghouses, AskERIC
- Magazines, Newspapers & More

See the following sections: *Alaska State Library/ A-3;Associations & Organizations/A-5; ERIC/E-2; Magazines, Newspapers and More/M-4; Student Aides/S-9; Volunteers/V-2.*

Budget

In some school districts a budget is handed to the librarian. In that case you will be responsible for following district procedures and tracking the money spent. You may be in a situation where you have some input into the amount of money budgeted for library resources and supplies. [You won't be responsible for facility costs or salaries.] You will be accountable, however, for the money you spend and justifying any additional requests that you make. Principals may have discretionary money available to spend for the school. The library may get a part of this money because it serves all students and faculty. (See *Budget*/B-7.)

It is a good idea to sit on district curriculum committees and attend department meetings when

textbook adoptions are in process or when new classes or programs are considered so that the library can support the curricular needs with materials. Any major change should have a special library allocation. This may be overlooked if there is not someone in the meeting to remind committee members to allow for library support.

In addition to the budget and special allocations you may receive from the district or school, there are other sources of income. These include grants, fund-raisers and donations.

- Grant money is available for educational purposes so you should be on the lookout for announcements. If your district has a person designated as a grant writer, use him or her as a resource. (See the entry under Grants/G-1.)
- Fund-raisers can be very time-consuming so you will want to consider the time involved versus the benefit before you commit to a fund-raiser. Many school activities are financed by fund-raisers so you may want to limit your participation to those that promote reading and learning such as book fairs or magazine sales. (See *Book Fairs*/B-5.)
- "Wish-list donations" are another way to supplement your collection. Often parent organizations or a community group will donate proceeds of a fund-raiser. Start a "want list" of equipment or other expensive items and let appropriate groups know of the needs. Parents and other community members may be very generous. Be sure that your principal approves of any approach you make outside the building. Some districts have specific policies regarding raising funds.

Special funds can be established to buy memorial books or develop special collections.

- Establish a process for receiving donations. Order special bookplates with the library's name and a place to put the donor or the person honored. Remember this when honoring a retiring teacher, celebrating a special anniversary of the school, establishing a memorial, or trying to get a special collection developed.
- Unsolicited gift materials are added to the collection using the same criteria for selection as new materials. Gifts should be accepted with the understanding that you may pass on any materials that you cannot use in your collection. (See the entry under *Selection/S-3* for a discussion of gifts.)

During years of tight money, keeping the proper support for each of your resources may be a challenge. Library media programs cannot operate successfully for long without support in each area. For example the best facility and collection possible will not be successful unless there is a good team effort to carry out the program. Likewise, the best librarian cannot compensate completely for a poor collection or inadequate facilities. It is important to work continually for the best possible support for your facility, collection, personnel and budget. These resources represent the building blocks for a strong school library.

Identifying Management Skills

The management of a school library involves many of the same skills required to successfully run other educational and business enterprises. The basic areas fall under the following categories: planning, organizing, staffing, directing, evaluating and reporting.

Planning

Planning relates to the choices you make regarding the direction for action in your program. Planning is done as you set your goals and objectives to decide what you are going to do and how you will do it. The planning for your individual school library program is coordinated with the building and district goals and programs.

Planning is a continuous process and can include comprehensive, long-range (3-5 years) as well as specific (day-to-day) plans. It is helpful to review your philosophy, goals and objectives to be sure that you are staying on track.

Organizing

Organizing the library media program involves the identification of tasks to meet your goals

and objectives, determining who will be responsible for them and how the work will be done.

An organizational chart shows the lines of authority, as well as staff relationships which are only advisory. For example, in schools it is common for the librarian or library aide to report directly to the principal. The relationship of the library aide to the district library coordinator varies from district to district but that relationship may be advisory only. It is important for you to understand how lines above you are drawn.

Staffing

Staffing relates to the activities involving personnel such as hiring and training. If you are lucky enough to have paid staff reporting to you, you may be involved in the selection and hiring of them. If not, it is important to communicate the skills needed in the position as well as a clear description of the job. (See Job Descriptions/J-1.) Many of you will be working with students and volunteers. (See *Student Aides/S-9* and *Volunteers/V-2.*) Working with adult and student volunteers will require time for training and directing.

Directing

Directing requires you to interact with personnel to achieve the goals and objectives of the library media center. Directing involves motivation, leadership and communication. The interpersonal skills involved in directing relate to your relationship with volunteers (students and adults), as well as your relationship with teachers, students and administrators.

A policy and procedures manual for your school library will simplify things in the long run. Putting one together may be a bit of a chore but it can be done as a semester or quarter project. (See *Procedures Manuals/P-1.*)

Evaluating

Evaluation is essential. (See Evaluation of School Library Media Programs/E-4 and Evaluation of *School Library Media Specialists/E-5.*)You can evaluate your program in relationship to your standards and goals. In other words, it is an examination of your actual outcomes against your intended outcomes. Your evaluation can be formal or informal. You will be evaluating many aspects of your library work on an informal basis if nothing more than thinking to yourself "This lesson worked well!" or "This idea is not working at all!" Periodically you may, want to put some time into a more formal approach to evaluation. Many things need to be evaluated: the collection, your program, individual presentations, student perception of the library, teacher's perceptions as to how the program is working, and even your own job performance.

Reporting

Probably once a year, at the end of the year, you will be expected to prepare a report. This may include a report of lost books, circulation for the year, materials added, materials withdrawn and numbers of classes meeting in the library. Your report can be brief but you can include a great deal of information by using a form for reporting the statistical information. (See Statistics/S-7.) Some librarians are required to give grades to students for library participation or skill level.

You will want to frequently inform your principal of library activities, trends, concerns, etc. Faculty meetings or department chair meetings provide an opportunity to report or share information with administrators and faculty. You may also have an opportunity to speak to the school board or parent groups regarding the library. You may be uncomfortable doing this the first few times, but each time you speak to an audience it gets easier. An alternative is to prepare a brief written report when requested and then make yourself available for questions.

Your management skills will improve with practice. There are many new trends and fads in management that will be introduced in professional and general literature. You can also pick up ideas by observing other managers and talking with other librarians. There are books on school library administration available to borrow from the office of the School Library Coordinator.

Experienced librarians as well as novice library staff will begin a new job on stronger footing if you take the time to prepare the groundwork: Examine the foundation, survey the resources and review good management skills.

Connecting People and Information

The heart of your work in a school library is connecting people and information.

Building the Collection
- Planning Collection Development
- Organizing Materials
- Managing the Collection

Developing Your Library Program
- Integrating Library Information Skills
- Providing Reference Service
- Promoting Reading and Lifelong Learning

Building the Collection

One of the most important responsibilities vested in school librarians is planning and shaping the collection by adding and withdrawing materials to serve the needs of the users.

The term *collection* is generally used to refer to information resources but equipment to support the use of various nonbook formats is also an important consideration in collection development. Formats such as computer programs, audio and video recordings, CD-ROMs and even posters, web sites, and prints provide alternate forms for presenting information that must be considered for school library collections. The first step in collection development is to have a plan.

Planning Collection Development

Ideally a collection development plan should be drafted in cooperation with the teachers and principal (and also the district media director or curriculum coordinator if there is someone in these positions). The four elements in a collection development plan as identified in the 1988 publication of *Information Power* are:

Collection Development Plan Elements
- Needs assessment of school/community
- Selection criteria
- Acquisition procedures
- Evaluation techniques

1. Needs Assessment of the School and Community

General areas that need to be developed can be determined by formal or informal gathering of data through surveys of students, teachers, administrators and parents. Your collection will reflect the curriculum of the school. Attention to the patterns of use through circulation, in-library use, and a record of unanswered questions can also be helpful in determining what needs to be added to the library. This is an area where a library advisory committee can be helpful. A committee made up of one or two teachers, a student, a parent and maybe an administrator is a good working body.

2. Selection Criteria

The library should also have a selection policy. The school district may have a selection policy that can be used as a basis for a policy statement for the individual school. If not, then the librarian and/or the library advisory committee along with the principal can draft a selection policy to be presented to various groups for input and then to the school board for approval. If there is more than one school in the district the school board usually adopts a general selection policy for the district. In addition, each school usually writes its own policy that indicates special needs or emphasis of the school. Individual school selection policies may not need to be approved by the school board if they agree with the district selection policy.

The purpose of the selection policy is to provide a guideline for buying materials and indicating priorities.

Selection Policy Elements
- Goals and Objectives of the Library
- Formats for Materials, e.g. Media
- Special Materials, e.g. Gifts
- Process for Adding Materials
- Selection Criteria and Guidelines
- Selection Tools
- Process for Withdrawing Materials
- Procedure for Handling Complaints

More information about selection criteria, policies and tools are included in the entry under *Selections/S-3.* Examples from other libraries, districts and states are available from the School Library Coordinator.

3. Acquisition Procedures

Once the need is determined and the selection has been made, the next step is to acquire the item. Most often the library will purchase the item but acquisitions can also come through gifts, rentals or local production. When accepting gifts, you apply the same criteria for selection as you do for purchased materials. Decisions to rent or produce your own materials may be based on availability and cost. Acquisition activities include ordering and preliminary processing of materials.

4. Evaluation Techniques

Evaluation is an ongoing process but there are times when you may want to spend some extra time on a specific evaluation technique to help you make decisions about spending the library materials budget.

When you evaluate your collection you are looking at it in terms of what you have and what you do not have in certain areas. Techniques for evaluation include:

- Subject Specialist Recommendations
- Surveys of Students and Faculty
- Collection Analysis Tools such as
  - Collection Mapping
  - Core Collections or
  - Standard Catalogs
- Selection and Weeding Criteria

Organizing Materials

Materials in the collection will be classified and cataloged following a standardized system. The Dewey Decimal Classification (DDC) system has been widely accepted by schools as well as by most public libraries. Many schools have a copy of the DDC but a brief outline is in *Call Numbers and Classification/C-3.*

Classification and Cataloging Options

There are several choices for obtaining the information you need to classify library materials. As a building-level librarian, your priority is working with library users. You will want to choose the method that will save you time and maintain quality - even if it is more expensive!

Preprocessed materials (see Processing Materials/P-2) provide the easiest way for small libraries to handle classification.

Large book vendors (or jobbers) offer processing as a service for a very small additional charge. If you have an automated system you can buy the cataloging records on disk to load onto the computer. If you use a card catalog, you can request card sets with your order.

Most jobbers offer options for such things as placement of the book pocket (front or back of the book), designation for fiction (F or FIC or nothing for fiction), and classification of biography (920, B or 92). You will want to make some decisions about how you want things processed so that you can instruct the vendor. You only have to do this once as they will keep the information on file for your next order. Keep a record in your policy manual so that you can be consistent in instructing other vendors. Check pre-processed materials carefully because sometimes there are mistakes. In most cases pre-processed materials are a great value for school libraries and well worth the extra cost.

Downloading cataloging information is another way to get cataloging information. You can use a database such as LaserCat or Alliance Plus to copy or download electronic cataloging data. Check with the School Library Coordinator for the latest information.

Cataloging in Process (CIP) information on the back (verso) of the title page of the book is another option. This cataloging is found in most books published in the United States.

Access Points

Access points are provided by the different author, title and subject cards filed in your card catalog or by searching an electronic catalog. When providing access you need to think about why and how people will be looking for the item. If you are using a card catalog you need to be sure that you have made enough entries and that the cards are filed accurately. Follow the filing rules in *Filing Rules/F2.* You can use student and parent volunteers to help with filing but it is a good policy, regardless of who is filing, to file cards above the rod. Some one else can double check the filing and drop the cards. Cards that are misfiled are no help in finding materials just as books that are misshelved are the same as lost.

Managing the Collection

Managing your collection includes the activities of circulation, maintaining (mending and binding), weeding, inventory, and keeping statistics.

Circulation can be manual or automated. Libraries with manual circulation systems will likely use book pockets and cards. The library user signs the book card; then the date due is stamped on the card and the book slip. This is a system that students and volunteers can easily learn. An automated circulation system will save time in checking out books as well as handling overdue materials, keeping circulation statistics and sometimes streamlining inventory.

Replacing or repairing worn or damaged materials is always a dilemma. Time and appearance are important factors. Simple repairs are adequate for emergencies on popular materials but you may want to consider buying a new copy if you have a well-worn title that should be kept.

Inventory (see *Inventory/I-4*) and weeding are part of your regular activities. Your inventory will probably be done once a year at the end of school. Some weeding can be done while doing inventory, but you will most likely also do some throughout the year. The entry under *Weeding/W-1* discusses several methods.

Some of the statistics you keep will be for certain reports. You need to know early in the year what statistics you will be asked to produce.

Developing Your Library Program

Putting everything together in a way that best serves student and staff educational needs is the ultimate goal of the school librarian. This is the test of the library's success. Maximizing the use of the collection includes some or all of the following: connecting the library user with materials through reference, reader advisory, reading motivation and information skills - in other words, laying a firm foundation for a lifetime of learning through the processing of information.

Integrating Library Information Skills

There are specific identifiable library/information literacy skills that students need to know but they are best learned when they are integrated with the entire curriculum. (See *Library/Informaton Literacy Standards/L-2.*) The school librarian should work with every teacher to ensure that students are getting the introduction and constant practice in learning to find, evaluate and use information.

Providing Reference Service

The individual one-on-one interaction between student and librarian provides an opportunity for a learning experience for the student. By talking through the search process, the student may pick up hints on how to do a search independently the next time. When working with students on an individual basis, an important guideline is to remember that students are at many different levels of expertise in library use. We need to recognize the level of the students' knowledge or experience base and begin building there. We can use guided practice to ensure correct learning.

Promoting Reading and Lifelong Learning

This is what makes your library come alive. You can stay very busy working with teachers, doing library instruction, adding to your collection, and do-

ing the dozens of other things you have to do in running a school library and never do any programs. Programming is the opportunity you have to create an environment, an excitement about books and reading, and a love for learning. The following topics covered in the Nitty Gritty section will help you develop some special projects to add to your library program.

(See *Author Visits*/A-6 ; *Awards, Honors and Prizes*/A- 8 ; *Battle of the Books/B-1; Book Fairs/B-5; BookTalks/B-6; Bulletin Boards/B-8; Reading Programs/R-1 ; Storytelling/S-8; Young Readers' Choice/ Y- 1* for programming ideas.)

You will want to be selective in the special programs you choose to promote in your school. You should be flexible and try different things but there is some advantage in establishing traditions in your school. When you find a program that is particularly popular with students you may want to repeat it each year.

Becoming an Information Leader

Becoming an information leader involves preparation, an understanding of issues and an acceptance of the "call to action."

Preparing for Leadership
- Competencies for School Librarians
- Certification and Endorsement
- Formal Education
- Continuing Education
- Professional Organization

Dealing with Issues
- Censorship and Intellectual Freedom
- Confidentiality
- Copyright
- Diversity
- Laws and Legislation
- Scheduling: Fixed Vs Flexible
- Technology

Taking Action
- Consulting
- Outreach and advocacy

Preparing for Leadership

Each school needs an advocate for its school library whether it operates a library out of a closet or is a large collection of print and multimedia. Regardless of your situation, if you are responsible for the library program in your school, you must be the information leader. In this handbook, we have included information on certification, formal education, continuing education and professional associations. Use what is appropriate for your situation.

Librarians must be leaders! You are in a pivotal role in your school. You are in a position to see the curriculum at work, to see both the teaching and administrating side of school. If you are a good listener, you are in a position to hear from students, teachers and administrators (and sometimes parents) about what works and does not work in the school. With all this information and your broad knowledge of the curriculum and education you are in a position to join with others to make a difference in your building, your district, and beyond.

Begin in your own school by working with faculty and students building on ideas that work in one situation and applying them to another. You can get many ideas to enhance the curriculum from the professional literature. Share ideas with other librarians when you find something that works well. Try to visit another school library in your district or community. Plan an exchange if possible so you can really observe how someone else does things. There is a great deal to be learned from observing other school libraries and talking with other librarians.

Competencies for School Librarians

Books have been written and issues have been debated about the many skills needed to be an effective school librarian. (See *Evaluation of School Library Media Specialists/E-5* for job expectations and competencies to meet them.) With the fast-changing library scene, the skills needed have also changed. It is a little intimidating to read some of the competency lists because it sounds like a profession for only Superman or Wonderwoman. We are all different in our skill and interest levels - and that is OK. You can enhance your knowledge and skill in areas of need by pursuing continuing education opportunities, formal classes, and reading professional literature. The School Library Coordinator can suggest opportunities for personal development.

Certification and Endorsement

Ideally, school districts will employ certified librarians to manage their library media programs. Small school districts can contract with other small districts or larger districts to provide services of certified librarians on a part-time or consulting basis.

Certified school librarians have to be prepared in two areas: education and librarianship. Most school librarians were classroom teachers first, then later acquired the hours for a library endorsement, and became librarians. There is a strong feeling among many school librarians about the importance of their teaching role. There are a number of school librarians who were librarians first and then became involved in schools. As noted in the introduction, it is important to have the perspective of both librarianship and education. Some states are very specific about the courses required for endorsement. Each year, the June issue of School *Library Journal* outlines the certification requirements of each state.

For certification most states require two things: (1) a valid teaching certificate and (2) a minimum of 18 hours of library science. Alaska falls into that category. See the entry under *Certification/C-6.* A number of states specify the areas of formal education covered by the 18 hours. Requirements for certification in each state are published periodically. Typically the areas of preparation for school librarianship include some or all of the following courses:

1. Collection Development or Selection,
2. Administration of School Libraries,
3. Literature for Children and/or Literature for Adolescents,
4. Information Storage and Retrieval or Organization of Materials,
5. Introduction or Foundations
6. Technology

Generally each of the classes is a 3-hour credit class with a total of at least 18 hours (or six courses) for endorsement. Most often these classes are offered on the graduate level rather than undergraduate.

Formal Education

It is generally accepted in professional library circles that the professional degree in library science is at the master's level and should be from an ALA accredited program. (See *Library Schools/L-3.*) Educators who have one or more degrees in education may face a dilemma when looking to a career bend into librarianship. Classroom teachers in many states may be certified as librarians or media specialists with only 18 hours of library science. There are many universities and colleges that offer library science classes for certification that are not on the ALA list. Many of these universities give fine preparation for school librarianship but there are several factors to remember when considering graduate studies.

Besides time, budget, and geographic constraints, flexibility is one of the most important considerations. School librarianship is only one type of librarianship. There are many job opportunities in post secondary, public and special libraries. A master's degree in library science from an ALA accredited library school will give the school librarian more flexibility in changing jobs. Almost without exception, professional positions in academic, public and special libraries require a master's degree from an ALA accredited program.

There are a number of scholarships available for graduate education in library science. The Alaska Library Association offers a $2,000 scholarship annually to an Alaskan for graduate study in library science. Preference is given to Alaska Natives but anyone in Alaska may apply. The recipient is expected to return to Alaska to work. The deadline for applying for this scholarship is usually mid-January with the award given in the spring for the following summer or fall semester. Information about the scholarship is in the Alaska Library Association Directory. There are a number of scholarships advertised on a national basis.

Continuing Education

Continuing education is a planned learning experience undertaken by an individual for the improvement of both personal and job skills. The annual

AkLA Conference, held in March, offers a variety of opportunities for continuing education for school library media personnel. The Alaska Library Association (AkLA), Alaska Association of School Librarians (AkASL) and the Alaska State Library frequently offer additional workshops and short classes on specific topics related to school libraries. (See *Associations and Organizations/A-5.*) Join the state library associations and then watch for announcements in *Newspoke,* the *Puffin,* and direct mailings.

Professional Organizations

Professional associations and organizations offer another opportunity for continuing education through newsletters, conferences, workshops, and networking with members. The entry under *Associations and Organizations/A-5* includes membership information for the Alaska Library Association (AkLA) and Alaska Association of School Librarians (AASL). Both organizations are affiliated with national associations.

Dealing with Issues

There are a number of issues for school librarians in Alaska. Reading professional journals such as *School Library Journal, Journal of Youth Services in Libraries, Emergency Librarian, American Libraries, Puffin, Book Report, Multi Media Schools, Newspoke,* and *Library Journal* will keep you up on some of the latest issues. (See the entry under *Magazines for Librarians/M-2.)* Topics change but some you will want to be aware of include: censorship and intellectual freedom; copyright; diversity and multiculturalism; flexible scheduling; laws and legislation; and technology.

Censorship and Intellectual Freedom

Challenges are more frequent and the challengers better prepared than a few years ago. It is important to understand the process for handling challenges in your district so you will not be surprised or ill-prepared when someone challenges a book from your library. You must be familiar with the basic issues and be comfortable in your beliefs before you can take an effective stand against censorship. (See *Censorship & Controversial Materials/C-5.*)

Fighting censorship and defending intellectual freedom are among the most important responsibilities of a school librarian.

Confidentiality

Confidentiality and privacy of library records is an issue that occasionally emerges. (See *Confidentiality/C-8.*) Privacy laws in most states now protect library readers including children but it is an issue that could emerge in your school or community at any time.

Copyright

Copyright is a concern that is with us all of the time. (See *Copyright Guidelines/C-9.*) Copyright is a right granted by law to the creator of a work (an author, composer, publisher, or distributor) for the exclusive publication, production, sale or distribution. Computer programs, videotapes, workbooks, music, stories, poetry, and periodical articles are sometimes illegally reproduced by people in schools. It is a temptation to students, teachers and even school librarians to violate the copyright law "in the interest of education." This is not OK. The laws and guidelines are very specific in detailing what is acceptable and what is a violation. Copyright guidelines must be followed and school librarians must set the example for others to follow. It is your obligation to follow the guidelines and to inform others of the restrictions. You can do this by posting notices next to your copy machines and distributing handouts about "Fair Use."Many people copy materials without thinking or realizing the infringement on another person's rights. Defending copyright is one of the most important issues on which to take a stand.

Diversity

Alaska has a very diverse population and it is important that this is reflected honestly and fairly in the collection of your school library. Local history is of primary interest but you will want to include materials on other groups. You will find resources listed in the Alaskana bibliography, *Alaskana/A-4.* Watch the library literature as well as education and general media for information on diversity and multiculturalism.

Scheduling. Fixed Vs. Flexible

Scheduling (see *Scheduling/S-1*) is a hot topic of debate in some circles. School librarians and researchers are generally in agreement that flexible scheduling is better for student learning but there is a great deal of resistance to it by some teachers and administrators. You may be in a position to suggest alternatives to a fixed schedule so you will want to know the arguments for each.

Laws and Legislation

Funding for school libraries is reflected, to some extent, in legislation at state and national levels. In Alaska the legislature is cutting back on state spending in nearly all areas. Education has been a priority in the state but will take cuts along with other priorities in state government as the budget decreases. It is important to be in tune with developments and express your concerns to your representatives.

Technology

The entire area of technology (see *Technology in Schools/T-2*) is changing so fast that it is critical to read and listen to the latest information. Educators have traditionally been leaders in the utilization of technology, particularly as it applies to teaching. Before you invest in anything electronic, it is important to do your homework. Much of what we buy will be outdated before we receive it.

New issues will emerge. The professional literature, discussion columns, and electronic discussion lists will reflect the topics. Try to get more than one viewpoint on all topics. Do not hesitate to contact the School Library Coordinator for direction to additional sources of information.

Taking Action

Consulting.

Learning to lead and addressing the issues are the first steps toward becoming an information leader. Because you are the information resource person in your school, people will expect you to know what is available and how to get it. Of course there is no way that you will always have all of the answers, but you will have many resources at hand and access to many, many more.

Students. Serving as a resource person for students means that students will come to you for their information needs for assignments, for topics of personal interest, and just for suggestions for a good book to read. If you are new to the job you can systematically read fiction and nonfiction for the age levels in your school. You can begin with the newest titles, award-winning books, and some of the authors popular with students in your school. It will help to set monthly goals of a specific number of books to read. A university class in children's or young adult literature will provide a good foundation for learning in this area but it takes sustained effort to stay up with the literature in the field.

Administrators. Your principal may come to you with an information need that you do not have available in your collection. There are a number of resource people you can call upon for assistance including your district library coordinator (if you have one), a school librarian friend, the Reference Hotline at Anchorage Municipal Libraries (see *Reference/ILL 800 # Service/R-3*), the School Library Coordinator, AskERIC or one of the ERIC Clearinghouses (see *ERIC/E-2*), your public library or the nearest university library.

Committees. Curriculum and textbook committees will often have a school librarian member who can help the group remember supplementary resources, the role of the librarian in teaching, and other aspects that will impact the information resources of the school. You may find yourself on these committees or others where you will be expected to add to the discussion of and make changes or additions to curriculum. You may need to volunteer for some of these committees if your district does not regularly place librarians on them.

Parents. Groups of parents can provide a great deal of support for the library through donations, volunteerism, and general support for the library program. A parent support group can be invaluable to the librarian. (See *Volunteers/V-2.*) Parent groups may occasionally call upon the librarian for presentations such as recommended parenting books, gift books for children, encyclopedias and other resources for a home library, and sometimes even reading guidance for literature for youth. You may want to create a personal file of ideas for working with parents. If your budget

permits and the need is expressed you may also want to establish a small collection of parenting books or work with the public library to see that one is available in your community.

Teachers. To be an effective information consultant for teachers you must be familiar with the curriculum. Reading the curriculum guides for your district will provide a good start. As you become familiar with your library collection, be alert to resources that will help the teacher in presenting the concepts outlined in the curriculum guides. The next step would be to look at the textbook for an indication of specific topics that will be covered. Begin with one teacher who has expressed interest or need for assistance. By slowly adding a teacher or two and a class or two throughout the year you will eventually become very familiar with the curriculum and will be on the way to becoming a curriculum expert.

Outreach and Advocacy

You can be proactive in promoting your collection, your program and your expertise. Believe in your product and promote it. Positive public relations within and outside your school will build your program and enhance the reputation of the school.

Alaska school libraries and school library personnel are probably as varied as in any state. Alaska has some of the largest and many of the smallest school libraries in the country. One thing is certain, however: Every student needs a place where he or she can be introduced to information sources and information skills. Working in a school library is one of the most rewarding jobs possible. The work is important and doing a good job really does make a difference in the education of children. The job offers challenges on many levels and the rewards in terms of personal satisfaction can be immeasurable. Your efforts are supported by the Alaska State Library and librarians throughout the state. We salute your dedication.

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Accreditation Standards

Alaskan schools are accredited by the Northwest Association of Schools & Colleges[1]. The standards of the agency as they relate to school libraries (school instructional media centers) are listed below. These standards, which are revised periodically (the standards below were published in 1999) can be used along with other national (see entry under *Information Power*/I-1), and state (see entry under *Alaska Standards for School Library Media Programs* /A-2) documents to serve as guidelines for Alaska school libraries.

"The mission of the Northwest Association of Schools and Colleges, Commission on Schools, is to ensure excellence in education by holding member schools accountable to rigorous standards and a process of continual improvement."

The Northwest Association of Schools and Colleges accredits all types of schools in a region that includes Alaska, Idaho, Montana, Nevada, Oregon, Pennsylvania, Utah, Virginia, and Washington. The process addresses all aspects of the school's educational program. For a school to be accredited and/or maintain accreditation, the school library program needs to meet the standards agreed upon by the Commission.

STANDARD IV - Library Media Program, revised in 1998.
Standard IV — Library Media Program

Principle:

The school library media program is a primary resource for literacy, information, and curriculum support. The school library media program, through the coordination efforts of a certified library media specialist, contributes to the achievement of the desired results for student learning by providing instruction, resources, and activities that enable students and staff to become effective, independent users of ideas and information for lifelong learning.

A. Desired Results for Student Learning:

1. Students demonstrate the ability to locate, evaluate, interpret, and communicate information and ideas for intellectual development, personal enjoyment, and lifelong learning.
2. Students demonstrate media literacy skills including ethical use of information and information technology.
3. Students demonstrate the ability to learn independently and adopt habits and attitudes of lifelong learning.
4. Students demonstrate the ability to recognize and identify their information needs and show self-confidence in solving information problems.
5. Students develop media literacy skills and critical thinking processes necessary to analyze information and opinions in order to develop new understandings and make informed decisions.
6. Students demonstrate the ability to explore the ideas and creative achievements of a variety of people from many cultures and times.

[1] For more information: Commission on Schools, Northwest Association of Schools & Colleges, Boise State University, 1910 University Drive, Boise, ID 83725.

B. Access:

1. The library media program is available to individual students and class groups throughout the day.

C. Staffing:

1. The library media program is supervised by a certified library media specialist.
   a. Schools with an enrollment exceeding 250 have a full-time certified library media specialist.
   b. Schools with more than 500 students have additional library media personnel.
   c. Non-certified personnel are under the supervision of a certified library media specialist.
   d. Library staff in schools of fewer than 251 students need not be certified, but are under the supervision of a certified library media specialist.

D. Facilities:

1. The library media facility provides an inviting environment that is conducive to student learning.
2. The library media facility is of sufficient size and flexibility to accommodate a variety of functions simultaneously.

E. Resources:

1. Sufficient financial resources are available on an annual basis to provide space, time, materials, equipment, and media access to maximize potential for all students.
2. The collection is renewed annually at a minimum rate of 5% of the total collection.
3. The library media program provides print, non-print, and electronic materials which directly support school goals and curriculum, reflecting a diversity of learning styles, levels of skill, and cultural differences.
4. The library media program provides a quality fiction and non-fiction collection that reflects students' individual reading levels and interests.
5. The collection is augmented by the use of community and global resources.
6. Electronic resources are available to provide technical access in proportion to the number of students being simultaneously served.
7. A written selection policy, including a challenged materials statement, is used to continually evaluate the quality, depth, and breadth of the collection.
8. All library media materials are cataloged and accessible.
9. The school has a minimum number of volumes, exclusive of government documents and textbooks.
   a. Middle level and high schools with enrollments of fewer that 200 have a minimum of 2,500 volumes.
   b. Middle level and high schools with enrollments equal to or greater than 2000 have a minimum of 10 volumes per student up to12,500 volumes.
   c. Elementary, K-12, and special purpose schools have a minimum of 15 volumes per student or 3,000 volumes whichever is greater.
   d. For schools with enrollments of fewer than 100 students there is a minimum of 15 volumes per student.

F. Alternative Resources:

If outside resources are used to meet standards, those resources are listed and a description of how they are used is provided.

Alaska Standards

In 1993, the state of Alaska began developing Content Standards - broad statements of what students should know and be able to do – in ten core subject areas: English/Language Arts, Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, and Technology. These standards have now been published and the process of developing a set of corresponding performance standards is underway – performance standards for reading, writing, and mathematics have been developed as of the date of this printing, and school districts have been called upon to adopt them. In December, 1999 the State Board of Education approved the Library/Information Literacy Standards and adopted them into regulation. (See entry under *Library/Information Skills/L-2.*)

The achievement of students toward learning the benchmarked standards will be measured with the Alaska Benchmark Examinations and the High School Graduation Qualifying Exam. This system of standards and assessments – coupled with the state-mandated California Achievement Test at the 4th and 8th grades – will give educators, families, and policymakers solid information with which to hold schools and communities accountable for the academic achievement of children.

A complete and up-to-date version of the Alaska Standards is available at www.eed.state.ak.us/contentstandards/home.html.

Alaska State Library
and Information Resources

The Division of State Libraries, Archives & Museums is part of the Department of Education and Early Development with headquarters in Juneau and an office in Anchorage. The State Library coordinates library services throughout the state and serves as the information resource for state government and the legislature. The main library and reference section is located in the State Office Building in Juneau.

The State Library coordinates the Alaska Library Network (ALN) which provides interlibrary loan, cooperative collection development, and resource sharing among all libraries in the state. Part of the Library Development Section and the Talking Book Center are located in downtown Anchorage in the Post Office Mall. The Talking Book Center provides recorded books for individuals with any disability that prevents them from reading print. These books are delivered by mail statewide. (See entry under *Talking Book Center*/T-1.)

The coordinators in the Library Development Section provide training, consultation, reference service, general assistance, and professional development to those libraries and librarians within their areas of expertise. Use the names and addresses below as contacts to help you with requests for information or services.

School Library Coordinator

Lois A. Petersen
Alaska State Library
344 W. Third Ave., Suite 125
Anchorage, AK 99501
(907) 269-6569
FAX (907) 269-6580
1 800 776-6566
e-mail: lois_petersen@eed.state.ak.us

The School Library Coordinator (SLC) has primary responsibility for the school libraries in the state. Those working in school libraries should contact the SLC whenever library-related information, advice or help is needed. For information on particular programs or if you have questions about which resource or person to contact, contacting the school library coordinator first may save you a great deal of time.

Additional State Library Personnel you may wish to contact:

Karen R. Crane, Director/State Librarian
George V. Smith, Deputy Director
Alaska State Library
P. O. Box 110571
Juneau, AK 99811-0571
(907) 465-2910
FAX: (907) 465-2665
e-mail: karen_crane@eed.state.ak.us
george_smith@eed.state.ak.us

Library Development Section

Aja Markel Razumny
Coordinator
(907) 465-2458
fax: (907) 465-2665
email: aja_razumny@eed.state.ak.us

Patience Frederiksen
Grants Administrator
(907) 269-6566
fax: (907) 269-6580
email: patience_frederiksen@eed.state.ak.us

Tracy Swaim
Computer Resource Librarian
(907) 269-6567
fax: (907) 269-6580
email: tracy_swaim@eed.state.ak.us

These staff members have primary responsibility for public, special, and post-secondary libraries. With the school library coordinator they are involved in support for school/public combined libraries.

Alaskana[1]

Purchase of Alaskan materials should be an area of emphasis in any Alaskan school library. Frequently it is difficult to find materials in national reviewing sources and jobbers' catalogs. The following sources of Alaskana should be part of your selection tools. Contact the producers listed below or contact the State Library - (907) 269-6570 - to obtain annotated Alaska bibliographies and catalogs. You might also want to use "Alaska" as a subject search on book dealers' web pages such as www.alaskais.com/barnes **or** www.amazon.com **for a listing of Alaska books currently in print. Cook Inlet Books** http://cookinlet.com **features an Alaskana section that can be searched by category, i.e. children's activity books on Alaska. A large list of Alaskana featured by Autonomy Publishing in association with Amazon.Com can also be found at the following URL:** http://www.smokefreekids.com/alaska.htm. **The list of Alaskan books by Paws IV Publishing is found at:** http://www.sasquatchbooks.com/

Alaska Children's Literature Bibliography. Compiled by Katy Spangler, Ph.D. University of Alaska Southeast, Alaska Staff Development Network, 1995. A recurring project of a class in children's literature taught by Dr. Spangler. Listed books are annotated, arranged by genre, and were in print at the time of list publication. (Send $5.00 to AK Staff Development, UAS, 1108 F. Street, Juneau, AK 99801.)

Common Ground 90: Suggested Literature for Alaskan Schools Grades K-8. Alaska Dept. of Ed., 1990. Originally distributed to every school. Grades K-8.

Common Ground 90: Suggested Literature for Alaskan Schools Grades 7-12. Alaska Dept. of Ed., 1991. Distributed to every school. Grades 7-12. Annotated bibliographies with a strong emphasis on culturally relevant books and readings for Alaskan students in grades K-8 and 7-12 compiled by a panel of Alaskan educators. Annotations are arranged alphabetically by title; it includes an author index.

Some Books about Alaska Alaska Department of Education and Early Development. An annotated series of bibliographies published each year by the Alaska State Library. Books on this list are reviewed by librarians. Recommendations for first purchase consideration are included. Lists from 1994 to present can be found at the following URL:
http://www.eed.state.ak.us/lam/library/hist/hist.html

ADDRESSES FOR SELECTED ALASKANA BOOKSTORES

Borders Books and Music, 1100 E. Dimond Blvd, Anchorage, AK 99515 USA
Tel: 907-344-4099/ Fax: 907-344-6912 / e-mail: ccare@bordersstores.com

[1] List reviewed and updated in Dec. 1999 by Sue Sherif, Youth Services Librarian, Noel Wien Library, Fairbanks, AK. Many thanks!

Cook Inlet Book Company, 415 West Fifth Avenue, Anchorage, AK 99501
Tel: 907-258-4544/ Fax: 907-258-4491/ e-mail: info@cookinlet.com
website: http://www.cookinlet.com/

Gullivers, 3525 College Road, Fairbanks, AK 99709
Tel: 907-474-9574/Fax: 907-474-9579/ email: http://www.gullivers-books.com/

Hearthside Books, 8745 Glacier Hwy, Juneau, AK 99801
Tel: 1-800-478-1000/ Fax: 1-907-789-7480/ e-mail: akbooks@alaska.net
website: www.alaska.net/~akbooks/index.html

Mac's Fireweed, 203 Main Street, Whitehorse, Yukon, CANADA Y1A 2B2
Tel: 867-668-6104 or 800-661-0508/ FAX: 867-668-5548
e-mail: macsbook@yknet.yk.ca
website: www.yukonweb.com/business/macs/

Old Harbor Books, 201 Lincoln Street, Sitka, AK 99835
Tel: 907-747-8808

Title Wave Used Books, 1068 W. Fireweed Lane, Anchorage, AK (888-598-9283) or wavebooks@compuserve.com has a large collection of hard-to-find and out-of-print Alaskan resources.

University of Alaska Bookstore, Box 750127, Fairbanks, AK 99775
email: fybook@uaf.edu

University of Alaska Museum Store, Box 7596960, Fairbanks, AK 99775
Tel: 907-474-7505/Fax: 907-474-5469/ email: fyaumus@aurora.alaska.edu

Wizard Works, P.O. Box 1125, Homer, AK 99603 (235-5305). ***Alaska Small Press Catalog.*** **A jobber specializing in books produced by the small, independent Alaskan presses.**

Recommended Alaskana

Although some of these titles are now out of print, they are listed in order to encourage their retention in school library collections. (Note: order and pricing information is subject to rapid change.)

Alaska: A Land In Motion. Ferrell, Nancy. (Fairbanks: University of Alaska, 1995), 200 p. ISBN 1887419004, $25.00, P.O. Box 756240, University of Alaska Fairbanks, Fairbanks, AK 99775-6240. Ferrell has written a thorough geography textbook for the upper elementary grades and for junior high students. Excellent for public libraries as well. wln 95-178948.

Alaska Alphabet: Stories and Activities. Morgan, Marilyn. Circumpolar Press., 1994. $34.95. Professional. Native and Alaskan stories with activities (math, art, cooking, drama, science, songs, games, literature, vocabulary growth, book list) to accompany each unit. Targets young children but is adaptable for older groups.

Alaska Report. Niebergall, Jane. Circumpolar Press, 1994. $9.95. Professional. A teaching unit targeting middle grades. Includes Alaska history, geography and native peoples units. Emphasis on writing skills and projects. Also math, hands on.

The Alaska River Guide: Canoeing, Kayaking and Rafting in the Last Frontier. Jettmar, Karen. Alaska Northwest Books, 1993. $16.95. Grades 7-12. After an introductory chapter that explains the logistics of planning and choosing the right equipment, boat, and river, the author lists each Alaska River, giving its history, location, drainage, rating, cautions, trip length, season, watercraft, access, land manager, maps, and fish and wildlife, and includes a hand-drawn map.

Alaska Wild! CD-ROM. Zatz, Daniel. Bullfrog Films, 1995. $49.95. All ages. Live action video clips of eagles, bears, whales and more. A multimedia resource for the classroom.

Alaska's History: The People, Land and Events of the North Country. Ritter, Harry. Alaska Northwest, 1993. Grades 6-12. The concise history book teachers have been looking for. Short, lively essays about people and events that shaped Alaska's history.

Anna's Athabaskan Summer. Griese, Arnold. Illustrated by Charles Ragin (Honesdale, PA: Boyds Mills Press, 1995), 32 p., ISBN 1563972328, $14.95, 815 Church St., Honesdale, PA, 18431. A young Athabaskan girl and her family return to their fish camp to gather food and prepare for the Alaskan winter. Wln 95-106828.

Arctic Hunter. Hoyt-Goldsmith, Diane/photographs by Lawrence Migdale. Holiday House, 1992. $16.95. A photographic portrait of a young boy in Northwest Alaska.

Arctic Summer. Matthews, Downs. Simon Schuster, 1993. $14.00 Primary grades. Arctic winters are harsh and cold, but during the short summer, the Arctic springs to life. Well-illustrated with color photographs of many arctic animals and one each of lichen, saxifrage, moth, etc. in introduction.

The Avalanche Handbook. McClung, David. Mountaineers, 1993. $19.95 Grades 7-12. Basic reference handbook on snow avalanches. Does not specifically relate to Alaska, but is a classic.

Baby in A Basket. Rand, Gloria./illustrated by Ted Rand (New York: Cobblehill Books/Dutton, 1997), unpaged, $14.95, ISBN 0525652337. LC 96-33805. Marie Bayer and her two daughters left Fairbanks midwinter 1917 by sleigh to board a ship bound for Seattle. The horses bolted as they neared the Delta River and the passengers and their belongings were scattered a s the sleigh broke through the ice. Baby Ann in her small basket piled high with furs vanished. Will she be found? Based on a true story.

The Big Fish: an Alaskan Fairy Tale. Wakeland, Marcia. Misty Mountain Press, 1993. $14.95. Picture book. Bold illustrations help portray the story of Lena who seeks to catch the King Salmon, but learns from him instead.

Blueberry Shoe. Dixon, Ann. Alaska Northwest Books/Graphic Arts Center Publishing Co., 1999. $15.95. A young child, a blueberry patch, and a young cub make an interesting tale in this picture book for younger audiences.

A Caribou Journey. Miller, Debbie S./illustrated by Jon Van Zyle. Little Brown & Co., 1994. $15.95. Miller documents the lives of caribou in words, and Van Zyle provides the visual documentation in his striking paintings.

Children of the Goldrush. Murphy, Claire Rudolph and Jane G. Haigh. Rinehart, Roberts Publishers. 1999, $14.95. Careful research and historical photographs bring to life the lives of children who were an unsung part of the great northern Gold Rush.

Children of the Midnight Sun: Voices of Alaska's Native Children. Brown, Tricia. Alaska Northwest, 1998. $16.95. Portraits of children from around the 49th state form a collage of the varied and various Alaskan cultures.

A Cycle of Myths. Smelcer, John. Greatland Graphics, 1993. $12.95 Grades 6-12. A collection of 20 myths and legends from the Tsimshian, Eyak, Haida and Tlingit peoples of Southeast Alaska.

Disappearing Lake: Nature's Magic in Denali National Park. Miller, Debbie S./ illustrated by Jon Van Zyle (New York: Walker & Company, 1997), 32pp., cloth, $15.95, ISBN 0802784747, or library binding, $16.95,ISBN 0802784755. LC 96-35107. The author observes the yearly appearance and disappearance of a vernal lake in Denali National Park and the various animals that live around and in it.

Distant Enemy. Vanasse, Debra. NAL. 1997. $16.99. A teenager in western Alaska finds himself caught between two cultures.

Dogteam. Paulsen, Gary. Delacorte. $15.95 Picture book. The joys of a night dogsled run.

Flight of the Golden Plover: The Amazing Migration Between Hawaii and Alaska. Miller, Debbie S. Illustrated by Daniel Van Zyle (Anchorage: Alaska Northwest Books, 1996) 32 p., ISBN 0882404741 (P.O. Box 10306, Portland, OR 97210). $15.95. LC 95-047349. The golden plover makes an amazing 3,000 mile non-stop journey from its winter home in Hawaii to its summer nesting grounds in Alaska.

The Girl Who Swam With The Fish: An Athabascan Legend. Renner, Michelle. Illustrated by Christine Cox (Anchorage, AK: Alaska Northwest Books, 1995), unpaged, ISBN 0882404423, $15.95, 2208 NW Market ST., Suite 300, Seattle, WA, 98107. A young girl travels with the salmon and learns how they wish to be treated by people. LC 94-13763.

Gold Rush Women. Murphy, Claire Rudolf, and Jane G. Haigh. (Anchorage, AK: Alaska Northwest Books, 1997), 126 pp., paper, $16.95, ISBN 0882404849. LC 97-946. Sinrock Mary, Klondike Kate, Hariet Pullen and Josephine Earp are among the 23 women featured in this history of the Yukon and Alaskan gold rushes. A Battle of the Books selection.

Hands on Alaska. Merrill, Yvonne. K/ITS, 1994. $20.00. Grades 4-8. Explores Alaska native art through easy to follow activities for children. Activities include work with leather, whale bone, fur, antler, beads, feathers, grass. Color photos of native art from Anchorage Museum of History and Art.

Here is the Arctic Winter. Dunphy, Madeleine. Hyperion, 1993. $14.95. Picture book. "Cumulative rhyming text introduces the animals of the cold white world that is the Arctic winter."

Iditarod Dream: Dusty & His Sled Dogs Compete in Alaska's Junior Iditarod. Wood, Ted. Walker & Co. $16.95. Dusty competes in the junior version of Alaska's great race.

Kid's Guide to Common Alaska Critters. O'Meara, Jan. Wizard Works, 1995. $7.95 Grades 2-5. Descriptions of characteristics of more than 40 common Alaska animals, from bats to wolves. Includes vocabulary builder.

Kitaq Goes Ice Fishing. Nicolai, Margaret. Alaska Northwest, 1998. $15.95. A tale based on the author's husband's childhood in a western Alaska village.

Midnight Dance of the Snowshoe Hare. Carlstrom, Nancy. Philomel, 1998. $15.99. Poems of animals and habitat in the land of the midnight sun.

Mount McKinley: Icy Crown of North America. Beckey, Fred. Mountaireers, 1993. $29.95 Grades 7-12. After presenting the geological and historic place of McKinley, the author examines its history of mountaineering, from the attempts of gold-seekers down to the modern climbs. Included is information on planning, travel, regulations, suggested routes, etc.

My Denali: Exploring Alaska's Favorite National Park With Hannah Corral. Corral, Kimberley with Corral, Hannah. (Anchorage: Alaska Northwest Books, 1995), 32 p., ISBN 0882404679, $15.95, 2208 NW Market St., Suite 300, Seattle, WA, 98107. Hannah Corral shares Denali Park wilderness discoveries with young readers. LC 95-21169.

Northern Lights. Souza, Dorothy M. Minneapolis: Carolrhoda Books, 1994. 48 p. Discusses the origins, characteristics, and lore of the Northern and Southern Lights; scientific explanation, many illustrations. ISBN 0876147996. LC 93-3027. $12.95.

One Small Square: Arctic Tundra. Sis, Peter. Knopf, 1994. $14.95 Grades 1-5. "Scientific American Book for young readers." One of series of books which study different ecosystems, this volume explains the ecology of arctic tundra; colorfully illustrated.

Out of the Wilderness. Vanasse, Debra. Houghton Mifflin, 1999. $15.00. A teenager finds challenges on many levels when his father decides to adopt a wilderness lifestyle, and his half-brother becomes obsessed with bears.

Over the Edge: Flying with the Polar Heros. Tessendorf, K.C. Atheneuem, 1998. $17.00. At the beginning of the twentieth century many explorers, including the famous Alaskan pilot Carl Ben Eielson, attempted to reach or cross the North Pole. Many of the expeditions began or ended in Alaska; all were real tests of the explorers and early aviation technology.

A Polar Bear Journey. Miller, Debbie S./illustrated by Jon VanZyle. Little, Brown & Company. 1997. $15.95. The Miller-Van Zyle team combine to provide a good overview of this always fascinating animal.

Puffins. Quinlan, Susan/illustrated by Bud Lehnhausen. Carolrhoda Books, 1998. $19.93. The distinctive birds of coastal Alaska are contrasted with their cousins around the world.

The Prince and the Salmon People. Murphy, Claire Rudolf. Rizzoli, 1993. $19.95 Grades 4-8. Historic photographs and contemporary photos of museum artifacts illustrate the retelling of a Tsimshian legend of a time when the salmon stopped coming.

Puffin--A Journey Home. Wakeland, Marcia. Misty Mountain Press, 1993. $14.95 Primary. Tale of a puffin separated from his mother at birth; his journey to discover where he belongs.

Racing the Iditarod Trail. Crisman, Ruth. Dillon Press, 1993. $9.00 Grades 5-8. Includes bibliographical references and index. Beginning with "the first great race to Nome: in 1925, describes the annual 1049 mile sled dog race. Winners (1973-1992) and 1991 checkpoints are listed.

Raven: A Trickster Tale from the Pacific Northwest. McDermott, Gerald. Harcourt, Brace, 1993. $14.95. Grades 3-6. Raven sets out to find the sun. A retelling of the Northwest Coast tale, beautifully illustrated.

Raven and River. Carlstrom, Nancy White. Illustrated by Jon Van Zyle (Boston: Little, Brown and Company, 1997), unpaged, ISBN 0316128945. $15.95. LC95-14773. Raven and other Arctic animals try to awaken the frozen river to the coming Alaskan breakup.

The Sleeping Lady. Dixon, Ann. Northwest Books, 1994. $14.95 Picture book. "Relates the story of the first Alaskan snowfall and the origins of Mt. Susitna, across Cook Inlet from Anchorage." Beautiful color illustrations.

Swim the Silver Sea, Joshie Otter. Carlstrom, Nancy White. Philomel, 1993. Grades Pre-K-2. Joshua Otter wanted to play and swim with different animals, but they all had something else to do. He swims so far he gets lost, but his mother's lullaby leads him home again. Beautiful illustrations from the Aleutian Islands.

Swimmer. Gill, Shelley/illustrated by Shannon Cartwright (Homer, AK: Paws IV Publishing, 1995), 32 p., ISBN 0934007233. $15.95 (also: ISBN 0934007241. $8.95 paperback), P.O. Box 2364, Homer, AK, 99603. Swimmer's 10,000 mile journey illustrates the cycles of life for the Chinook salmon to a young girl, Katya. LC 95-108473.

Tales of Alaska's Bush Rat Governor: The Extraordinary Autobiography of Jan Hammond, wilderness guide and reluctant politician. Hammond, Jay. Epicenter Press, 1993. $27.95. High school. Governor from 1972 through 1982, Jay Hammond writes an entertaining book about his early years and times in Alaska, beginning in 1946, which include his life as a bush pilot, commercial fisherman, and wilderness guide, as well as television personality.

Toughboy & Sister. Hill, Kirkpatrick. Simon & Schuster, 1990. $15.00. A survival story from interior Alaska, this novel introduces a brother and sister, who later appear in *Winter Camp.*

Two Old Women: An Alaska Legend of Betrayal, Courage, and Survival. Wallis, Velma. Epicenter Press, 1993. $16.95 High school. Retelling of Athabascan legend of two elderly women, abandoned by a migrating tribe that faces starvation, who take courage from each other and surprise themselves when they decide, "We will die trying."

Williwaw! Bodett, Tom. Knopf, 1999. $16.00. A brother and sister face a snoopy neighbor and adversity together while their dad is out commercial fishing.

Winter Camp. Hill, Kirkpatrick. McElderry Books, 1993. $14.95 Grades 4-7. Eleven-year-old Toughboy and his younger sister must survive the harsh Alaskan winter at a friend's winter trapping camp as they learn camping and survival skills and "the old ways" of their Athabascan culture.

Alaska Reference Books (Based on books recommended by Alan McCurry, fomer District Media Coordinator of the Yukon-Koyukuk School District, as selections which should be available in Alaskan school libraries which serve secondary or K-12 students.)

Alaska Almanac. Alaska Northwest Books. annual. $9.95. Grades 4-12. Miscellaneous information on Alaska arranged in dictionary format with brief entries. (Sometimes called *Facts about Alaska: The Alaska Almanac.)*

Alaska Bibliography. Melvin Ricks. Alaska Historical Commission, 1977. Grades 9-12. An introductory guide to Alaskan historical literature with some notations.

Alaska Mammals. Jim Rearden ed., Alaska Geographic, 1981. $12.95. Grades 9-12. Clear, well written descriptions of the mammals of Alaska arranged by family with maps, illustrations, and color photographs.

Alaska Place Names. 4th. ed. Alan E. Schorr, ed. Denali Press, 1991. $25.00. Grades 7-12. Updates Orth's Dictionary of Alaska Place Names with new names and supplemental information from 1968-85.

Alaska Science Nuggets. T. Neil Davis. Geophysical Institute, 1989. $14.95. Grades 4-12. All kinds of science information that is uniquely Alaskan: northern lights, lunar eclipses, earthquakes, insulation, etc. Good index.

Alaska Trees and Shrubs. Leslie Viereck. University of Alaska, 1986. $12.95. Grades 4-12. Excellent identification guide to all low shrubs and trees in Alaska. With pen drawings.

Alaska Wilderness Milepost. Alaska Northwest, 1988. $14.95. Grades 7-12. A complete guide to 250 remote towns and villages as well as 45 state and national parks and refuges in Alaska. "How to get there--where to stay--what to do". Arranged by region.

Alaska Wildlife Notebook. Alaska Dept. of Fish and Game, 1989. $15.00. Grades 4-12. An excellent loose-leaf notebook arranged by categories like big game, birds, fish, and marine mammals. Each has specific 1-2 pages articles on most Alaskan animals giving B&W illustrations, descriptions, life histories, and human uses. Now available online at: http://www.state.ak.us/local/akpages/FISH.GAME/notebook/notehome.htm

Alaska's Birds: A Guide to Selected Species. Robert H. Armstrong, ed. Alaska Northwest, 1987 - 1991. $14.95. Grades 7-12. The birds of Alaska.

Alaska's Heritage. Joan M. Antonson & William S. Hanable. Alaska Historical Commission, 1987 - 1991. $37.00. Grades 7-12. Currently this is the most comprehensive and carefully edited text for teaching Alaska History in High School. Deals adequately with Alaska Natives. Divided in 4 parts: Natural History, Prehistory-1724, History/1725-1867, History/1867-present. Includes excellent illustrations and Suggestions for Further Reading.

Alaska's Saltwater Fishes. Doyne W. Kessler. Alaska NW Publ, 1985. $19.95. Grades 9-12. A field guide of the saltwater fishes of Alaska arranged by family; clearly illustrated with color photos. Map, index.

Alaska, A History of the 49th State. 2nd ed. Claus-M. Naske and Herman E. Slotnick. University of Oklahoma, 1987. $20.00. Grades 7-12 This revision of the 1979 edition has been expanded to deal more adequately with Alaska Natives and the ANCSA of 1971. It also includes useful statistical appendices, notes and an excellent Bibliographical Essay on Sources of Alaska's History.

Athabaskan Curriculum Materials Source Book v.1. Randall Jones. Central Alaska Curriculum Consortium, 1983. High school. Selective annotated guide to materials on Athabaskan language and culture by author and date; supplementary title and subject index.

Dictionary of Alaska Place Names. Donald J. Orth. GPO, 1967. $23.50. Grades 7-12. The basic source of information on most of the place names in Alaska and their origins, with many historical references and geographic placement.

Freshwater Fishes of Alaska. James E. Morrow. Alaska Northwest Publishers 1980. $24.95. Grades 9-12. Detailed written descriptions of the fresh-water fishes of Alaska arranged by family with clear illustrations, maps bibliography, glossary, and index.

Introductory Geography and Geology of Alaska. Leo Mark Anthony and A. Tom Tunley. Anchorage: Polar Publ, 1976. Grades 7-12. Good overview of the fields applying to Alaska with tables, charts, maps, photos, illustrations, glossary, index, and a rock identification guide.

Milepost. Alaska Northwest, annual. Grades 4-12. Reference guide for travelers to Alaska and Canada. Ready reference information on places in Alaska mile by mile on the major road systems.

Who's Who in Alaskan Politics. E. Atwood and R. DeArmond. Alaska Historical Commission, 1977. Grades 9-12. A biographical dictionary of Alaskan political personalities from 1884-1974; with an appendix of chronological listings of directors, commissioners, judges, representatives, and others.

Associations and Organizations

There are a number of library associations that can be of benefit to those working in school libraries. Information about several groups is listed here along with that of other associations related to libraries in more specialized ways. Professional associations sponsor workshops and publish newsletters to keep members up to date about developments in libraries.

Alaska Library Association (AkLA) Members in AkLA represent all types of libraries. All members receive the Association's newsletter, *Newspoke*, the *Alaska Library Directory*, reduced fees to attend the annual conference, and the opportunity to participate on committees and in activities of the Association. Many local communities or areas have chapters affiliated with AkLA. Round Tables are subgroups of AkLA, by type of library (school, public, academic, and special) and by library function such as collection development. General and current membership information is available at the AkLA website: http://www.alaska.net/~akla/. The AkLA listserv (AkLA-L) has been established for the convenience of exchanging information among individuals who support the mission of AkLA. This is an open, unmoderated list at this time. You can join by sending the message SUBSCRIBE AKLA-L to listserv@galileo.uafadm.alaska.edu.

Alaska Association of School Librarians (AkASL) This organization relates most closely to work in Alaska school libraries and provides a valuable resource for all school library personnel. It is considered a "Round Table" of the Alaska Library Association (AkLA) and meets in annual conferences with AkLA. AkASL publishes the *Puffin* newsletter which contains important news on all types of school library issues. General and membership information is available at the AkASL website: http://www.ala.org/aasl/index.html.

Pacific Northwest Library Association (PNLA) members are from Alaska, Idaho, Montana, Oregon, Washington and Canadian libraries in Alberta, and British Columbia. The Alaska Library Association is officially affiliated with PNLA and has an elected representative that attends board meetings. The representative is elected every two years. PNLA conferences are held in Alaska on a rotating basis with the other states in the association. Traditionally the annual conference is held in August. The PNLA website is: http://www.pnla.org /. PNLA also maintains a listserv. To join the PNLA-L list, send an email message to majordomo@pnla.org. Leave the subject line blank. In the body of the message type: subscribe PNLA-L your_email_address.

American Library Association (ALA) is the largest national organization for librarians and includes nearly 60,000 members from all types of libraries. The Alaska Library Association is a "Chapter" of ALA and has an elected representative, (Chapter Councilor) who attends the ALA Council twice each year. National conferences are held twice yearly, in January and June. For information contact ALA, 50 E. Huron St., Chicago, IL 60611 (1-800-545-2433) or check out their website: http://www.ala.org/.

American Association of School Librarians (AASL) This national organization is a "division" of ALA and membership in ALA is required before you can join AASL. It is the national counterpart of the Alaska Association of School Librarians. National conferences are held every other year. Contact AASL at the ALA address or visit their website: http://www.ala.org/aasl/index.html.

Association for Educational Communications and Technology (AECT) is a national organization with a focus on media and technology. Membership includes educators and trainers from K-12 schools, postsecondary educational programs as well as business and industry. Website: http://www.aect.org/.

Alaska Society for Technology in Education (ASTE) is a statewide organization for educators who are interested in media and technology. Membership includes teachers, librarians, and administrators from K-12 and postsecondary schools. An annual conference is held in Anchorage in April. For membership information, contact Karen Parr, Executive Director, 12110 Business Blvd., #125, Eagle River, AK 99577 (907-488-2555) kparr@polarnet.com.

Author Visits

Inviting authors to visit your school is a great motivator for reading. Students of all ages love to meet authors and authors generally like to stay in touch with their readers. Making arrangements for author visits in Alaska may be more challenging than in other states but many schools arrange author visits each year. In this section we have included names of groups to contact regarding author visits as well as tips for hosting an author in your school.

Making the Author Connection.

The Alaska Library Association has a roundtable of members called "Authors to Alaska" (A2A, for short) made up of public, school and other librarians interested in coordinating author visits to Alaska. A current list of Alaska authors is available from Jane Baird - bairdjh@ci.anchorage.ak.us – A2A Chair. Also, the Youth Services Librarians at the Anchorage Municipal Libraries and Children's Librarians at the North Star Borough Public Library in Fairbanks can usually give you information about planned author visits for any given year. Reading coordinators of the large school districts are also usually active participants in bringing authors to Alaska. The Alaska Center for the Book frequently supports author visits as well and includes members from booksellers who also sponsor visits.

Unless you are experienced at arranging visits and have contacts with authors and publishers yourself, it would probably be best to rely on, or at least coordinate with, one of these groups for scheduling visits by authors from outside Alaska.

Alaska Authors for Children and Youth.

Alaskan authors are frequently easier to work with, since they have fewer travel problems and are usually well acquainted with the differences which make Alaskan visits unique. At the end of this section is a list of Alaskan authors who have made visits to schools. You can contact these authors yourself to set up visits. Please remember that all the tips given for planning and managing an author visit apply to our own celebrities as well as those who come from Outside.

I. Planning the Author Visit.

- Begin planning far in advance. (Busy authors book at least a year in advance.)
- Be willing to be flexible in terms of dates and authors.
- Be very careful with budgeting. Generally travel expenses, hotel, meals plus an honorarium are expected. Some authors will only travel first class, or may have to have special diets, or require a traveling companion. All these details need to be specifically set out in your contract. Firm sources for your funds have to be verified and reliable. (Do not plan to use money from books sold or charges collected while the author is there as part of your budget. What if there's a disaster and no one comes?) PTAs, school budgets, bookstores and other local businesses may all be sources for funds.
- Coordinate with a public library, other schools, districts or groups to share expenses.
- Publicize the event.

1. Many publishers have promotional materials such as biographies, posters, photos, study guides; some provide free books.
2. Displays
3. Newsletters
4. Press releases and/or interviews for newspapers and radio may be arranged.

- Prepare your students for the author's visit.
  Promote books, involve your teachers, have contests with books or pictures.
  Rehearse your students for behavior, appropriate questions, etc.
  Consider selling the author's books in a Book Fair-type plan (see entries under *Vendors*/V-1 and *Book Fairs*/B-5) containing a schedule for autographing.

- Many authors like to be involved in the planning for presentations and would appreciate some options. At the least, authors should know well in advance details on the following:

  Age of students in groups
  How many groups; general schedule for the visit
  Setting (what kind of room will be used; what kind of equipment is available)
  Length of time for each presentation
  What you expect in the presentation (question/answer, presentation about writing, reading from book, learning activity with children, etc.)

II. The author visit:

- Be sure that the author is met on arrival and transported to his/her accommodations.
- Make arrangements for transportation while the author is with you (let some of your teachers share this chore/pleasure).
- Think through mealtimes and menus to assure that the author is physically comfortable during his visit.
- If at all possible, set up some arrangements for the author to see the sights that make your location unique and to meet interesting people. Remember, this may be the author's first (or only) impression of Alaska.
- Do not expect the author to be "on" while on break or at lunch. Down time is very important for re-grouping and preparing for the next presentation.

Author expectations:

- Clear understanding about expenses and fees, usually with immediate payment.
- Adult presence (the teacher and/or the librarian) to help with discipline and maneuvering kids through autograph lines.
- Reasonable schedule.
- Feedback on the success (or lack) of the visit.

Possible questions for an author to address:

- How he/she got started writing children's books.
- Why he/she writes children's books.
- Where ideas come from.
- How long does it take to write a book.
- Stories behind the books.
- Method of writing the books (pencil, typewriter, computer, etc.).
- Family make-up and hobbies outside writing.

III. After the visit

- Write a personal letter to thank the author and encourage children to do the same.
- Share feedback, e.g. evaluation, student comments, with author.
- Evaluate the visit with your own on-site committee and with the visit coordinator if you have worked through an outside agency. This kind of de-briefing will help you improve the next visit.

Organizations and Groups

Alaska Authors Clearinghouse (a World Wide Web site which will serve to coordinate and distribute information about all literary activities in the state as well as author visits); for information contact Barbara Brown, (907-343-4365). Access through SLED. (See *SLED/S-6.*)

Alaska Center for the Book. Sara Juday, Chair (907-278-8838) (FAX 907-278-8839) email http://www.sinbad.net/~akctrbk/ 3600 Denali St., Anchorage, AK 99503-6093

Anchorage Municipal Libraries, Youth Services Department, Chrystal Carr Jeter, Youth Services Coordinator (907-343-2840)

Anchorage School District, Rebecca Sipe, Coordinator of Language Arts (907-333-9561)

Authors to Alaska Roundtable, Alaska Library Association, current Chair – Jane Baird – 907-343-2853. (Contact AkLA: see entry under Associations and Organizations/A-5.)

Children's Book Council, 568 Broadway, Suite 404, New York, New York 10012. For information about author visits.

Cook Inlet Literacy Council of International Reading Association, Pam Lloyd, President, (907-349-8286)

ALASKAN AUTHORS

(This list of authors interested in making school visits was originated by Chrystal Carr Jeter in 1995 and updated/expanded in 2000 by Lois A. Petersen. Check with the A2A Chair for most current updates.)

Note: Fees for author visits generally run approximately $300-$500/day, but pricing is often negotiable. Use contact numbers to request current information.

Nancy White Carlstrom — Fairbanks — 474-9396
Author of children's picture books
Will speak to groups.

Richard Carstensen — Juneau — 278-8838 (Anch.)
Author, naturalist, environmental consultant, artist, cartographer
Teacher workshops and student programs. Grades 3 and up

Ann Chandonnet — Juneau — 278-8838 (Anch.)
Author; folklorist; culinary expert — Any age groups
Lecture/storytelling, writing exercise, writing riddles, traditional Alaska Native legends.

Kim Corral/Roy Corral — Fairbanks — 278-8838 (Anch.)
Author/Photographer
Slide presentations on natural history, a writer's life, and the importance of writing with a vision.

Ann Dixon — Willow — 278-8838 (Anch.)
Librarian; author; storyteller — Preschool to 4th grade
Lecture, visuals, storytelling, hands-on arts or crafts, if requested.

Mindy Dwyer — Anchorage — 278-8838 (Anch.)
Author/illustrator — Grades 1-5
Integrates writing and illustrating in her presentations and involves children in activities.

Jane Haigh — Fairbanks — 278-8838 (Anch.)
Historian and author — All ages
Presentations exploring children of the gold rush era, and process of historical research.

Sue Henry — Anchorage — 561-7953
Mystery author, former teacher — All age ranges
Lecture (45 min. to 1 hour); writing exercises; reading and writing skills presentation.

Karen Jettmar — Anchorage — 278-8838 (Anch.)
Photographer, wilderness guide — Grades 1-6
Slide presentations and hands-on activities involving Alaska rivers, wildlife, and ecosystems.

Larry Kaniut Anchorage 278-8838 (Anch.)
Retired English teacher/coach and outdoorsman All ages, esp. older students
Presentations on bears, survival, the writing process, getting published.

Jim Magdanz Nome 278-8838 (Anch.)
Photojournalist, licensed pilot, and author Elem. grades
Presentations on weather, life in NW Alaska 100 years ago, and the process of making a book.

Debbie Miller Fairbanks 278-8838 (Anch.)
Naturalist, teacher, and author Elem. grades
Slide shows, hands-on activities, discussions for children, and teacher workshops. Her topics include migrations, how a nature writer works in Alaska, and how a book is made.

Margaret Nicolai Anchorage 278-8838 (Anch.)
Author Grades 1-8
Presentations focus on the importance sharing oral history and the process of book publishing.

Barbara Lavallee Anchorage 272-8283 (Anch.)
Artist, former art teacher All age ranges
Anecdotal presentation; storytelling with illustration demonstration.

Claire Murphy Fairbanks 278-8838 (Anch.)
Author Grades 2 through 12
Lecture and question & answer sessions; slide presentation

Michelle Renner Eagle River 278-8838 (Anch.)
Free-lance writer, former teacher Grades 3 through 8
Workshop/lecture; enjoys one on one with creative writing students.

David Rubin Ketchikan 278-8838 (Anch.)
Artist All ages
Process of creating art for books; painting landscapes and portraits.

Bill Sherwonit Anchorage 278-8838 (Anch.)
Author and outdoorsman Grades 3 and up
Topics are nature writing, journals, Alaska's wildlife, and bear/human co-existence.

Dana Stabenow Anchorage dana@stabenow.com
Author All age groups
Beginning writer workshops (First lines, settings, characters, plots, etc.) for 4-6 grades; business of writing for HS students.

Jim Tilley Anchorage 258-9800 (Anch.)
Author All ages in groups of @20
Process of putting a book together.

John Van Zyle Eagle River 688-2020 (fax)
Artist; book illustrator
Contact goes through publisher or by fax to home.

Marcia Wakeland Eagle River 800-750-8166
Author; publisher All age groups
For young children discusses books with artwork. With older, discusses book-making process.

Evon Zerbetz Ketchikan 278-8838 (Anch.)
Artist/illustrator Grades 1-12
Hands-on sessions on printmaking; completed projects expanded to classroom publishing efforts.

RESOURCES:

Bibliography:

"The Author Connection" *The Unabashed Librarian.* Number 91 pp. 29-31.

Maifair, Linda Lee. "Author! Author!" *Elementary School Librarian's Desk Reference.* pp. 8.93-8.94.

Kern, Jean. "Cooking Up A Successful Author Visit." *School Library Management, 4th Edition.* Worthington, OH: Linworth, 1998.

Automation Issues

1. WEED AND UPDATE YOUR CARD CATALOG OR SHELFLIST

First things first. Weed **thoroughly** so you have a clean and current collection. There is no use spending time and money on items that should be discarded. This manual process is the key first step to automating. (See the entry under *Weeding*/W-1.)

Check your current printed record of what's in the library to see that it is accurate and organized. If you plan to use either the card catalog or shelflist in your retrospective conversion process (see Step 5 below), you will need either LC and/or ISBN numbers on the card which is to be used for the matching process.

Librarians who automate without doing this first crucial step are sorry later.

2. ASK YOURSELF SOME QUESTIONS ABOUT WHY YOU WANT TO AUTOMATE AND WRITE DOWN THE ANSWERS

Don't just hop on the automation bandwagon. Determine what problems you are trying to solve and know what you hope to gain by automating. Is your collection large enough to make it easier to manage by automating? How is your circulation done? Is your library always staffed when it is open, or do staff and students come in unsupervised to check out materials? Do you belong to a district that intends to eventually combine all the school catalogs to form a *union* catalog? Is there a possibility that you can resource share with public or other nearby libraries? The key question is - how will automating serve your patrons? You may be able to come up with more questions of your own. Write down the answers so that you can look back in the middle of the sometimes arduous automation process and remember why you decided to do this in the first place!

And remember, automating can provide better service but it doesn't usually save money.

3. GET YOUR STAFF "ON BOARD"

Automating will change the way your library operates and will certainly take lots of your time and attention while it is being done, so you need to prepare your staff and administration for the inevitable upsets of equipment tie-ups and misplaced materials. Explain how automating will improve service for them and have small celebrations when various parts of the project are done. If it is possible for your staff or especially your principal to visit other automated libraries, it will help to give them a realistic view of what to expect.

4. GET A GENERAL IDEA OF WHICH SYSTEMS YOU ARE CONSIDERING

There are many library automation systems on the market; some specialize by type of library, some are more expensive than others, certainly some are better than others.

Some key considerations are listed later in "**Important Considerations in Choosing an Automated System for Your Library**".

If you are considering a system that costs over $10,000, you should perform a full-fledged systems analysis to determine your needs, perhaps a written Request for Proposals (RFP), and, in general, a more formal and rigorous planning process.

5. CONVERT TITLE RECORDS INTO MACHINE-READABLE RECORDS

OR how to get from catalog cards and/or a shelflist to MARC records which can be loaded into an automated system

This is a very important step because the resulting machine-readable records will become your DATABASE which is your most important automation asset. The system you choose will eventually be replaced with another system (yes, it's true!) but the records in your database will endure and will be transferred into that new system. It is important that these records accurately reflect the items in your collection. It is equally important that they be in the USMARC standard format for easy transfer among systems.

This step is usually referred to as RETROSPECTIVE CONVERSION. You have some options here - some are cheaper/easier/faster than others...although, as usual, not all of those attributes are usually found together in any one option.

A. OPTION 1 - ENTER THE RECORDS ON THE COMPUTER YOURSELF

This seems like the cheapest option and it may well be, IF you can get accurate and careful volunteers to do it. If you are using paid staff, however, you must calculate not only their salaries and benefits, but the overhead of providing work space, providing someone to do other work which is not getting done because they're devoting time to THIS project, etc. It may not be cheaper after all. Some administrators would rather have your time spent on this kind of work than be required to find other funds to pay for the re-con to be done. Be sure to discuss with your principal the work that you will not be able to do while the automation project goes on. On the other hand, you will become intimately acquainted with your collection and may be able to do more weeding and cleaning as you enter records. You (or your volunteers) will need to be trained to enter **MARC** records so that your database meets standards when you are finished.

This is not usually the fast or the easy option. Talk to someone at a library roughly your size who has done it.

B. OPTION 2 - GET A VENDOR TO CREATE RECORDS FROM YOUR SHELFLIST

If your shelflist is in reasonable shape AND you can find a vendor that has MARC records for your type of collection, this is the easy option.

Since vendors charge for each record they create (in the neighborhood of $.35 to $.70), this is not a terribly cheap option. Depending on the vendor and the time of the year you choose, it can be fast or slow. If you plan to get the re-con done in the summer, make arrangements far ahead, since most school libraries will want this time option, too.

C. OPTION 3 - BUY/RENT A CD-ROM CATALOGING DATABASE AND DOWNLOAD YOUR RECORDS FROM IT

This is the middle road - easier and faster than OPTION 1, probably cheaper than OPTION 2 but not as fast. And there are pitfalls. You will want standard USMARC records and you will need to choose a CD-ROM database with records that will match your collection. Very old or very unusual collections do not usually "hit" well in this option. Vendors refer to a "hit rate". A "90% hit rate" means that you expect to be able to find 90% of the items in your collection by searching the CD-ROM database. The other 10% will require original cataloging and usually must be input by hand. You must have or will need to rent or buy a computer with a CD-ROM drive attached to it.

One possibility is LaserCat or FastCat from OCLC/WLN (see *LaserCat and FastCat*/L-1) which is used by many Alaska Network members. There are many other cataloging CD-ROM products available as well including BiblioFile, Alliance Plus and MITINET MARC and online services such as MARCIVE www.marcive.com and BookWhere http://www.bookwhere.com/.

6. CONVERT PATRON INFORMATION TO MACHINE-READABLE RECORDS

This is a necessary step if you are going to have automated circulation or an integrated library system with online catalog, circulation, etc.

In school districts, these records usually already exist in machine-readable form. Then it can be a matter of converting them to a format that your library automation system can use. The vendor can usually guide you on this step. However, more realistically, you or your volunteers can type in your patron (students, staff, other borrowers) information.

7. BUDGET FOR ONGOING ANNUAL COSTS; PLAN YOUR UPGRADE PATH

As you make plans for your first automated system, budget for the ongoing costs of keeping the system going. And hard as it may be to imagine right now, recognize that you will probably need to replace or upgrade this system within five years. Your database, which represents your collection, is your long-term asset, not the software or the hardware. Make sure that database is as clean and as standard as you can make it so you can easily move it to another system when the time comes.

IMPORTANT CONSIDERATIONS IN CHOOSING AN AUTOMATED SYSTEM FOR YOUR LIBRARY

Adherence to standards:

USMARC Communications Format for bibliographic, authority and holdings records

Open System Interconnection (OSI) Reference Model

X.25 Protocols

ANSI standard programming language

Open Architecture - non-proprietary operating system

Common command language, interlibrary loan and emerging patron record standards

Z39.50 protocol for information transfer between systems

Reputation and financial health of the vendor

Support from the vendor:

Are there 800 numbers, adequate training, helpful manuals, online HELP capabilities? If the vendor is on the East Coast, are you on your own after lunch because of the four-hour time difference from Alaska? Are there other school library users in Alaska who may be able to offer support in your unique situation?

From: Susan Elliott, previous Alaska State Library Automation Librarian.

SELECTED LIBRARY AUTOMATION VENDORS
SCHOOL/SMALL LIBRARY SYSTEMS
(LISTING DOES NOT CONSTITUTE A RECOMMENDATION.)

Ameritech
www.amlibs.com
400 Dynix Dr.
Provo, UT 84604-5650
(800) 288-8020 or (801) 223-5200
FAX (801) 223-5202
Product: Dynix

Brodart
www.brodart.com
Library Automation Division
500 Arch St.
Williamsport, PA 17705
(800) 233-8467 x522 (Sales)
FAX (717) 327-9237
Products: Media Minder (Windows), Precision One

COMPanion
www.companioncorp.com
LibraryAutomation Division
COMPanion Corporation
1831 Fort Union Blvd.
Salt Lake City, UT 84124
(800) 347-6439 or (801) 943-7277
FAX (801) 943-7752
Product: Alexandria

Data Research Associates, Inc.(DRA)
www.dra.com
1276 North Warson Rd.
P.O. Box 8495
St. Louis, MO 63132-1806
(800) 325-0888 or (314) 432 1100
FAX (314) 993-8927
e-mail: sales@.dra.com
Product: TAOS, DRA Web2, WISRD ILL; DRA Find, DRA Kids, DRA Z39.50

EOS International (Data Trek/IME)
www.eosintl.com/
5838 Edison Place
Carlsbad, CA 92008-6596
(800) 876 5484
(760) 431 8400
FAX (760) 431 8448
e-mail: sales@eosintl.com
Products: GLAS, GoPAC, WorldPac

Follett Software Company
www.fsc.follett.com/libraries
1391 Corporate Drive
McHenry, IL 60050-7041
(800) 323-3397 or (815) 344-8700
FAX (815) 344-8774
e-mail: info@fsc.follett.com
Products: Circulation Plus, Catalog Plus, Union Catalog Plus, Web Collection Plus, Z39.50 Server, Unison (DOS)

Gaylord Information Systems
www.gaylord.com
P.O. Box 4901
Syracuse, NY 13221-4901
(800) 272-3414
FAX (315) 457-5883
www_gis_info@gaylord.com
Products: Galaxy, Polaris

New GenerationTechnologies Inc.
www.librarysoft.com
Dept. 844, PO 34069
Seattle, WA 98124
(800) 661-7112
FAX (604) 327-4670
Product: LiBRARYSOFT

Precision Computer Service
info@precisionservice.com
519-B Oothcalooga Street
Calhoun, GA 30701
(877) 625-2657 toll-free sales
(706) 625-2657 local/international sales
FAX (706) 625-2699
Products: Surpass Central, Surpass Safari, Surpass Shuttle, InterCAT

SIRS, Inc
www.sirs.com
P.O. Box 2348
Boca Raton, FL 33427-2348
(800) 232-SIRS or (407) 994-0079
FAX (407) 994-4704
e-mail: custserve@sirs.com
Products: Mandarin M3 (OPAC, Circulation, Reports & Statistics, Cataloging), Z39.50 Modules

SIRSI Corporation
www.sirsi.com
101 Washington Street, S.E.
Huntsville, AL 35801-4827
(205) 704-7000
e-mail: info@sirsi.com (Tina Underwood)
Products: Unicorn Library Management System, UnicornACADEME, UnicornECOLE, UnicornOASIS, UnicornSTILAS, UnicornSL

TKM Software, Ltd.
www.tkm.mb.ca
839 18th St.
Brandon, Manitoba, Canada R7A 5B8
(800) 565-6272 or (204) 727-3873
FAX (204) 727-5219
e-mail: iman@access.tkm.mb.ca
Products: MicroCAT, InterCAT, InterLend, BuCat, WEBSearch, Online Catalogue

Winnebago Software Company
www.winnebago.com
131 Bisson Street
Caledonia, MN 55921
(800) 533-5430 x.260 (sales) or (507) 724-5411
FAX (507) 724-2301
info@winnebago.com

For a more comprehensive list of automation vendors, try the following URL:
http://www.tsl.state.tx.us/LD/pubs/automationvendors.html

Awards, Honors, and Prizes

Awards for children's and young adult books are described here. In addition to the award winning books, there are a number of special lists of outstanding books selected each year. These lists are not reproduced, but information on finding the current lists is given at the end of this entry.

Individual Awards

Batchelder Award Awarded by the ALA division, Association for Library Service to Children. This award is presented to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign language in another country. The award is named for Mildred L. Batchelder, a children's librarian for more than 30 years whose work had international influence. For more information and a complete list of winning and honor books from 1990 to date, visit their website: http://www.ala.org/alsc/batch.html.

Most recent winners:

1997	Kazumi Yamoto	*The Friends*	Farrar, Straus – Japanese
1998	Josef Holub	*The Robber and Me*	Holt – German
1999	Schoschana Rabinovici	*Thanks to My Mother*	Dial – German
2000	Anton Quintana	*The Baboon King*	Walker and Co. - Holland

Caldecott Medal. Given annually by the ALA division, Association for Library Service to Children, to recognize the illustrator of the most distinguished picture book for children published in the United States during the preceding year. The award is named for Randolph Caldecott (1846-1886), an English illustrator. For more information and a complete list of winning and honor books, visit their website: http://www.ala.org/alsc/caldecott.html.

Most recent winners:

1997	David Wisniewski	*Golem*
1998	Paul O. Zelinsky	*Rapunzel*
1999	Mary Azarian	*Snowflake Bently*
2000	Simms Taback	*Joseph Had a Little Overcoat*

Carnegie Medal. Presented annually to an American producer for the most outstanding video production for children released in the United States in the previous calendar year. This award is presented by the Association for Library Service to Children.

Date	*Producer*	*Title*	*Distributor*
1997	Tacy Mangan	*Notes Alive! On the Day You Were Born*	Minnesota Orchestral
1998	Tom Davenport	*Willa: An American Snow White*	Davenport Films
1999	Frank Moynihan	*The First Christmas*	billy budd films
2000	Paul R. Gagne	*Miss Nelson Has a Field Day*	Weston Woods

Coretta Scott King Book Awards. These awards are given to a Black author and a Black illustrator for an outstandingly inspirational and educational contribution, and commemorate the life and work of Dr. Martin Luther King, Jr. The awards honor Mrs. King for her courage and determination to continue the work for peace and world brotherhood. They are presented by the Social Responsibilities Round Table. For more information and a complete list of winners and honor books, visit the website: http://www.ala.org/srrt/csking/

Date	*Author*	*Title*
1997	Walter Dean Myers	*Slam*
1998	Sharon Draper	*Forged by Fire*
1999	Angela Johnson	*Heaven*
2000	Christopher Paul Curtis	*Bud, Not Buddy*

Date	*Illustrator*	*Title*
1997	Jerry Pinkney	*Minty: A Story of Young Harriet Tubman*
1998	Javaka Steptoe	*In Daddy's Arms I am Tall: African Americans Celebrating Fathers*
1999	Michele Wood	*i see the rhythm*
2000	Brian Pinkney	*In the Time of the Drums*

Laura Ingalls Wilder Award. A medal presented every three years to an author or illustrator whose books, published in the United States, have, over a period of years, made a substantial and lasting contribution to children's literature. For more information and a complete list of winners, visit the website: http://www.ala.org/alsc/wilder.html.

Date	*Author*
1992	Marcia Brown
1995	Virginia Hamilton
1998	Russell Freedman

Margaret Edwards Award. An award given to an author whose book or books, over a period of time, have been accepted by young adults as an authentic voice that continues to illuminate their experiences and emotions, giving insight into their lives. The award is presented by the Young Adult Library Services Division of ALA. For more information and a complete list of winners, visit the website: http://www.ala.org/yalsa/awards/edwards.html.

Date	*Author*
1997	Gary Paulsen
1998	Madeleine L'Engle
1999	Anne McCaffrey
2000	Chris Crutcher

Michael Printz Award. This is a new award for a new millenium and honors the highest literary achievement in books for young adults. In addition to the winning title, up to four honor books may be selected. The first winner and honor books were announced at the ALA Mid-Winter Meeting in January 2000. The award is named for Michael L. Printz (1937-1996), a much loved high school librarian from Topeka, KS, known for promoting books to young adults. The award is based solely on literary quality. For more information and a complete list of winners, visit the website: http://www.ala.org/yalsa/awards/printz.html.

Date	*Author*	*Title*
2000	Walter Dean Myers	Monster

Newbery Medal. The American Library Association awards the Newbery Medal each year to recognize the author of the most distinguished contribution to children's literature published in the United States during the previous year. The award honors John Newbery (1713-1767) who was the first English publisher and bookseller for children's literature. For more information and a complete list of winners and honor books, visit the website: http://www.ala.org/alsc/newbery.html.

1997	E. L. Konigsburg	*The View From Saturday*
1998	Karen Hesse	*Out of the Dust*
1999	Louis Sachar	*Holes*

Young Readers' Choice Award. The Young Readers' Choice Award is sponsored by the Pacific Northwest Library Association (PNLA). It is awarded annually at the conference of that organization. A description of the reading program based on this award is in a separate entry. For more information and a complete list of winners, visit the website: http://www.acs.ucalgary.ca/~dkbrown/yrca.html (See entry under *Young Readers' Choice*/Y-1)

Annual Lists

Best Books for Young Adults. An annual list from the American Library Association. This list of 50-60 titles is selected by a committee of school and youth services librarians. The list is voted on at the ALA Midwinter conference and announced soon afterward. A published bibliography (often also available as a camera-ready master) from ALA Graphics (address in entry under *Vendors and Distributors*/V-1) is available in the spring. The list is published in the March issue of *School Library Journal*. For more information or a look at the selected books for previous years, visit the website: http://www.ala.org/yalsa/booklists/index.html

Recommended Books for the Reluctant Young Adult Reader. Also published in *School Library Journal* in March and by ALA Graphics. For more information, visit the YALSA website: http://www.ala.org/yalsa/yalsainfo/

Notable Children's Books. Also published in *School Library Journal* in March and by ALA Graphics. For more information, visit the website: http://www.ala.org/alsc/nbook99.html

Because these lists are constantly updated, printed copies have a limited value. These and many other lists connected with children's literature can be found on the Internet by using SLED. The path to use is: http://sled.alaska.edu/

Sled Main Menu
(3) Education
(2) Children's Literature Web Guide
(4) Lots of Lists

(If you do not have e-mail capabilities or you are not a proficient Internet user, read the entry under *SLED*/S-6 or call the School Library Coordinator at 269-6569 for help.)

Battle of the Books

Battle of the Books is a statewide reading motivational and comprehension program sponsored by the Alaska Association of School Librarians. For almost 20 years, school librarians from all around the state have participated in the selection of a reading list for every grade level of readers. Books are selected for their appeal to readers, their diversity, and their availability in paperback format. Attempts are made to vary the titles chosen as to genre and difficulty, so that readers may encounter a broad range of books. Many new books are selected, but each list contains some books that have appeared on the list before, so that the cost for districts in purchasing multiple copies is not so great.

At the annual AkLA Conference held in the spring, the lists are compiled, discussed and finalized. They are published by AkASL in their newsletter, *Puffin*, on the AkASL website (http://www.alaska.net/~akla/akasl/), and distributed to any librarian who wishes a copy. The lists contain ordering information and ISBN numbers for each book. At the spring conference, the committee also solicits volunteers to write between 75 and 100 questions on each book. The questions are turned in to a coordinator who publishes the questions in the late fall or early winter and mails them to district coordinators all over the state.

During the fall and winter, students read the books for their grade level and prepare to answer questions based on those books. Some districts spend part of their reading program time and budget on the Battle of the Books. Many librarians (and teachers) have devised games, lessons, and projects based on these books. These suggestions are available in the Battle of the Books Handbook which is delivered to every district enrolled in the program.

As "tournament" time draws near, students form teams of three, plus an alternate, who work together to read and reread all the books on their list. For every question, the team has 30 seconds to confer and identify the correct book. "Battles" consist of rounds of questions. All questions can be answered with a title from the appropriate list, and bonus points are awarded for identifying the author. Local and district level "battles" may be conducted face-to-face or by audio-conference. Each district enrolled (usually more than 40 of the 53 Alaskan districts) arranges its own schedule and methods for local and district level "battling", but must select a district championship team at each grade level by early February.

In February, AkASL arranges statewide audio-conferences to allow district champions in grades 3/4, 5/6, 7/8, and high school from all over Alaska the opportunity to compete for the chance to become State Champions. Some bookstores provide prizes for each district's winning teams, and AkASL has designed T-shirts, pins, and certificates to recognize winners and participants. Thousands of Alaskan students have participated since the program began in 1981.

Students take the "battle" very seriously and this competition often sparks as much excitement as any sporting event. Battle of the Books encourages children to read widely and carefully and makes reading a team activity. The students who win school, district, or state championships are given the same kind of recognition as sports champions and, for many bright-but-quiet children, it is a unique chance to shine.

To become a part of the AkASL Battle of the Books Program, each individual school district's Battle of the Books coordinator must send in the registration form with the appropriate fee to the AkASL treasurer. Enrollment in Battle of the Books is usually done at the district level although it is certainly possible for a single school to join if it wishes. Current charges are listed below. These fees pay for the publishing, copying and mailing of questions, and 4 days of audioconferencing to determine state champions.

Basic Registration (for a district regardless of number of schools) $195.00
Includes informational mailings, Battle of the Books Handbook, current booklist, practice and district questions for each level, advance booklists for the next year, the right to duplicate all materials.

Basic RegistrationPlus (for a district regardless of number of schools) $495.00
Includes informational mailings, Battle of the Books Handbook, current booklist, practice and district questions for each level, advance booklists for the next year, the right to duplicate all materials, PLUS participation in the state audioconference battles for each level registered, except K-2.

If you have questions about the program or would like to see the current book list, visit the web page at http://www.alaska.net/~akla/akasl/akaslbb/bbhome.html or contact the School Library Coordinator at the State Library, 269-6569.

A sample question:

IN WHICH BOOK does a character refuse to be the best man at a wedding?

Answer: *Arrowsmith* (for 5 points)
by Sinclair Lewis (for an additional 3 points)

(The question sheet also has the page number on which this question is found in case a team challenges a verdict of "wrong".)

Bibliographic Format

Students (and staff) frequently want to know the **correct** way to list references or footnotes to the research they have done. There are several standard style manuals that can be used. In post-secondary and in some advanced high-school classes, students will have to use the manual and style assigned by their instructors. However, for beginning researchers, and even for most secondary students, any format agreed upon by the faculty is sufficient. If your library is part of a multi-school district, feeder school(s) should cooperate with receiving schools to devise a format that can be used by their students throughout their school years. The adopted format can be simplified for younger students and expanded for older ones.

On the following pages is the MLA Citataion Style Guide[1] which provides examples for a wide variety of traditional and electronic formats. You can use this guide as it is, or make any changes you and your faculty wish. (Leave out instructions and examples for any resource types that are not available to your students.) Use it with students who are doing research, and/or make it part of every student's organizational notebook. If there is a public library in your community, make a copy of the bibliographic format to share with the public librarian too.

For another look at citations for electronic information, go to any of the following URLs
http://www.columbia.edu/cu/cup/cgos/idx_basic.html
http://www.english.uiuc.edu/cws/wworkshop/mlamenu.htm
http://www2.gasou.edu/library/main/paper.html#citation
http://www.uvm.edu/~xli/reference/apa.html – APA style
http://www.noodletools.com/noodlebib.index.html – interactive format
http://NuevaSchool.org/~debbie/library/research/research.html

A simplified bibliography designed especially for elementary students is located at:
http://idt.net/~saroldi/

STYLE MANUALS

- *Chicago Manual of Style*. 14th ed. University of Chicago Press, 1993
- *Manual for Writers of Term Papers, Theses, and Dissertations*. Turabian, Kate L. 6th ed. University of Chicago Press, 1996.
- *MLA Handbook for Writers of Research Papers*. Gibaldi, Joseph. 5th ed. Modern Language Association of America, 1999.
- *Publication Manual of the American Psychological Association*. 4th ed. American Psychological Association, 1994.

[1] Valenza, Joyce Kasman. *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program.* Chicago: ALA, 1998. Reprinted with permission from the American Library Association.

MLA Citation Style Guide

(Traditional Sources)[1]

This handout is designed to be a quick reference guide to the MLA style of documenting sources in research papers. Your "Works Cited" section should appear at the end of your paper and works should be arranged alphabetically by author (or title, if no author appears in the entry). List only works you actually cited. (Your teacher may also request a list of works consulted.) Entries should be double spaced. For further information about types of entries not listed here, consult Joseph Gibaldi's *MLA Handbook for Writers of Research Papers*.

BOOKS

One Author
English, Carol. The Cliffs Won't Do: Read the Book. Philadelphia: McGraw-Hill, 1997.

Multiple Citations by the Same Author
Small, Chris. Please, Help Me Carry My Keys! Topeka: Rand, 1993.

—. Don't Measure a Chemist by Her Size. New York: Feminist, 1993.

Two or Three Authors
Drucker, Darla, and Amy Jones. How to Survive Your Wedding. New York: Simon and Schuster, 1997.

Corporate Author
Wissahickon Home Economics Department. Cooking with Spice. New York: Scribners, 1993.

Editor
Valenza, Joyce, ed. Bagels and Books: An Anthology. Brooklyn, NY: Random House, 1991.

Work in an Anthology
Smith, James. "The Physics of Sushi." The Fabulous Physics Paper. Ed. Samuel Klein. Rome, GA: Cambridge UP, 1954. 46-59.

Edition Other Than the First
Peters, Michael. Everything You Always Wanted to Know about Keeping Your Classroom Neat and Clean. 4th ed. Philadelphia: Lysol, 1995.

REFERENCE BOOKS

Signed Article
Copaset, Sandra. "Zen and the Art of Wearing Blue and Khaki." Encyclopedia Americana. 1996 ed.

Unsigned Article
"Best Beards of All Time." Encyclopedia of Anatomy and Hair. 15th ed. 1993.

JOURNALS AND PERIODICALS

Article in a Journal with Continuous Pagination
Skater, Andrew. "Rollerblading on a Secondary Level." Secondary Education 54(1990): 113-25.

Article from a Monthly or Bimonthly Periodical
Ramsey, Pamela. "Where's My Smiley Face?" MacWorld Sept. 1997: 86-94.

Article from a Weekly or Biweekly Periodical
Henry, Mary Ann. "Announcing Bus Changes with Flair." Time 4 July 1991: 71-76.

NEWSPAPERS

Signed Article

Goldberg, Grace. "The Inside Track: Alumni Life." Trojan Times 10 Oct. 1991: 17.

Unsigned Article

"Striking a Pose with Sally Miles." New York 15 Oct. 1997, sec. 1, 35.

FACTS ON FILE

"Berger's Greatest Speeches." Facts On File World News Digest 3 Sept. 1998: 535.

SIRS (PRINT NOTEBOOKS)

McLaughlin, Janet. "AP History-The McLaughlin Group." Forbes June 1993: 21-23. History. Ed. by Eleanor Goldstein. Vol. 5. Boca Raton, FL: Social Issues Resources Series, 1995. Art. 35.

FILMS AND RADIO AND TELEVISION PROGRAMS

"Starring the Other Peggy Lee." Broadway-The Series. Prod. Sheldon Wang. PBS. WNET, New York. 6 Aug. 1995.

Making Creative Bookcovers. Dir. Tom Martin. Videocassette. Clemens, 1997.

PERSONAL/TELEPHONE INTERVIEW

Craig, John. Personal interview. 23 Sept. 1994.

CITING WORKS WITHIN YOUR TEXT

To document your sources, cite the author's name and the page number of the source in parentheses at the end of the sentence before the period.

> Lowfat cream cheese can save you 300 grams of fat per year (Valenza 35).

If the author's name is used in your sentence, you may just refer to page numbers:

> Copaset argues that "yellow simply does not interact well with khaki" (45).

If you are referring to the whole work rather than a specific section, you may omit any reference in parentheses.

> Berger's main thesis is that by using motifs, organic unity is easier to achieve.

From: *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program*. Chicago: ALA, 1998. Reprinted with permission from the American Library Association. Copyright © 1998 American Library association. All rights reserved. Permission granted to reproduce for nonprofit educational purposes.

Citations for Electronic Sources[2]

Web sites devoted to cybercitation vary in their interpretation of how MLA applies to online sources. What is most important in documenting electronic resources is to give the reader as much essential information as possible (author, title, publication data) to identify the source you are citing. Style information is based on Joseph Gibaldi, *MLA Handbook for Writers of Research Papers* 4th ed., New York: Modem Language Association, 1995.

CD-ROMs

Non-periodical

Name of author (if given). "Title of Part of Work." Title of Product. Edition or release, if given. Publication medium (CD-ROM). City of publication: Publisher, year of publication.

Wallechinsky, David. "Olympic Games." World Book Multimedia Encyclopedia. 3.20b. CD-ROM. Chicago: World Book, 1996.

Periodical

Name of author (if available). "Title of Article." Title of Journal or Newspaper publication information for printed source. Title of database. Publication medium (CD-ROM). Name of Vendor. Electronic publication date.

Nethead, Jane. "Email Rules." New York Times 15 November 1995, late ed.: B3. New York Times Ondisc. CD-ROM. UMI-ProQuest. Jan. 1996.

SIRS Researcher Reprint

Name of Author. "Title of Article." Original Source date: pages. SIRS Volume. Ed. year. Article number. SIRS Researcher. CD-ROM. Boca Raton: SIRS, date.

Calvin, Michael. "Surfing the Web." Futurist Sept.-Oct. 1995: 20-27. Earth Science. Ed. Eleanor Goldstein. 1995. Art. 25. SIRS Researcher. CD-ROM. Boca Raton: SIRS, 1995.

WORLD WIDE WEB

Author (if known). "Title of Page or Document." Title of Site or Larger Work (if applicable). Date of document. Online. Available http://address/filename. Date of access.

Cassutto, George. "Social Studies and the World Wide Web." 8 June 1996. Online. Available http://www.fred.net/nhhs/html3/article3.htm. 25 Sept. 1996.

"Graf Has Look of a Champion." ESPNET SportsZone. 29 Aug. 1996. Online. Available http://www.espn.com/gen/top/0108716001.html. 30 Aug. 1996.

ONLINE ENCYCLOPEDIA

Author. "Title of Article." Title of Reference Work. Online. Title of the Database or Online Service. Date of access.

Cook, Sarah Gibbard. "Berlin, Germany." Compton's Living Encyclopedia. Online. America Online. 27 Aug. 1997.

FTP

Author. "Title of Document or File." Date of publication (if available). Online. Available ftp:address, path/filename.Date of access or download.

Kehoe, Brendan. "Zen and the Art of the Internet." Sept. 1996. Online. Available ftp: ftp.cs.widener.edu/cd pub/get. 9 Sept. 1997.

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[2] From: : *Power Tools: 100+ Essential Forms and Presentations for Your School Library Information Program*. Joyce Dasman Valenza. Chicago: American Library Association, 1998.

GOPHER

Author. "Title of Document or File." Date of publication (if available). Online. Available gopher: address, path. Date of access.

Allen, Gary. "Grants for Math and Science Education." 8 Nov. 1996. Online. Available gopher: enc.org/Professional Development Resources. 20 Dec. 1997.

LISTSERV

Author. "Subject of Message." Date of post. Online posting. Name of listserv@E-mail address of list. Date of access.

Bookman, Emily. "Re: Bulletin Board Ideas." 5 Nov. 1997. Online posting. LM_NET@ listserv.syr.edu 20 Nov. 1997.

USENET NEWSGROUP

Author. "Title of Item." Date of post. Online posting. Newsgroup name. Usenet. Date of access.

Brown, Carol. "Stress and Test Taking." 8 Mar. 1997. Online posting. kl2.ed.research. Usenet. 28 Mar. 1997.

ONLINE CHAT

Name of speaker (if available). Date of session. Online. IRC address, IRC channel name.

Yente, Ima. Online. 24 Oct. 1997. Online. telnet: IRC@kids.ccit.duq.edu, Channel #KIDCLU+.

TELNET

Author (if available). "Title of Document." Date of publication (if available). Online. Available telnet: address, path. Date of access.

"Colorado Charter Schools." 15 Nov. 1996. Online. Available telnet: 140.226.1.8/The Schoolhouse. 4 Sept. 1998.

JOURNAL MATERIAL FROM A COMPUTER SERVICE OR ONLINE DATABASE

Author. "Article Title." Periodical Title Date of print publication (if available). Edition (if any): pages. Database Name (if any). Online. Name of computer service. Date of access.

Keizer, Gregg. "Write the Perfect Paper." Family PC Sept. 1996. Online. America Online. 25 Nov. 1996.

or for pay service or ASCII-text environments

Miller, Larry. "Setting up a Home Office." New York Times 16 Aug. 1996: A03. Online. ProQuest Direct. 7 Dec. 1996.

E-MAIL

Warning: Though many style sheets advise listing personal E-mail addresses in a citation, there is the danger of violating the privacy of the author or the recipient. The MLA Handbook does not recommend including addresses.

Author of E-mail message. "Subject line of message." E-mail to recipient's name. Date of message.

Valenza, Joyce. "What to wear at the conference." E-mail to Jane Nethead. 27 Sept. 1996.

E-mail Sent to You

Nethead, Jane. "Enjoying the Web." Personal E-mail. 29 Sept. 1996.

From: *Power Tools: 100+ Essential Forms and Presentations for Your School Library Information Program*. Joyce Dasman Valenza. Chicago: American Library Association, 1998. Reprinted with permission.

A mnemonic to help students remember:

Always **underline** names of long things, like books and whole magazines; always use **"quotation marks"** for names of short things, like stories and magazine articles.

Bibliographies/Book Lists

Bibliographies and book lists are easy to produce and provide a way to promote materials with a common theme or thread. Bibliographies with annotations are generally the most useful.

Topics for Bibliographies

Bibliographies can be based on one author's works, a general subject, a genre, a type of book, or some other category relating the items on the list. Students may latch on to one author and want to read all of the books by that author so an author list might be useful, with suggestions at the end for another author who writes on a similar topic. Subject bibliographies are the most common and are easy enough to put together. Schools with automated catalogs will most likely be able to generate bibliographies with a few strokes of the keyboard.

Elements of the Bibliography

- Statement of scope and purpose
- Directions for using the bibliography (if necessary)
- Bibliographic citation (author, title, publisher and date)
- Call number for your library (optional)
- Annotations (a few words or phrases) and abstracts (50 to 150 words)
  - Descriptive
  - Critical; evaluating the work
- Source e.g. Blank High School Library
- Date compiled (can be small print at the bottom of the page)

Arrangement

The standard arrangement is alphabetical by the author's last name but bibliographies can be arranged by title, type (fiction, non-fiction, specific subject, etc.), date, or any other order that suits the topic and purpose. The organizational pattern should be explained if it is not obvious.

Sources of Prepared Bibliographies.[1]

Bibliographies are available in library literature. Look for examples as reprints or handouts from meetings as well as exchanges from other libraries. If you do on-line searching or have CD-ROM searching available in your library, you can download files and then reformat for your own bibliographies.

The American Library Association (ALA) publishes a number of bibliographies in leaflet format, including such titles as Newbery Medal Books, Caldecott Medal Books, Best Books for Young Readers, and Notable Books, all revised annually.[2] The ALA series of bibliographies ".... for the College Bound" includes topics for biography, fiction, theater, nonfiction, and fine arts. You can order multiple copies to give to students or parents. Some ALA bibliographies are available in camera-ready format for easy duplication. Be sure to keep

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[1]From: "Bibliographies" Sitter, Clara. *The Vertical File and its Alternative.* Englewood, Colorado: Libraries Unlimited, 1992. pp.78-80.

[2][See entries under titles such as *Awards*.../A-8; *Young Readers' Choice*/Y-1.]

bibliographies up to date. Bibliographies are available in professional journals. You can get ideas for producing your own bibliographies by looking at published examples.

Managing bibliographies

It is important to date your bibliographies. Most bibliographies go out-of-date fairly quickly, so adding the date is essential. You may want to keep all bibliographies together in a file or notebook arranged by subject or you may file them by subject. If you have collected a large number of bibliographies, you will need to make decisions about your organization. It may be helpful to have two copies--one for the bibliography file and one for the subject file. Short bibliographies that are heavily used can be laminated or put into page protectors. Library copies can be kept in notebooks, files, or boxes. Bibliographies you are giving away to patrons can be displayed in racks and labeled as free materials or stacked near a related exhibit of materials.

Use of Bibliographies.

Bibliographies can be used as reading guides, to supplement exhibits, support mini displays, emphasize booktalks, or simply promote reading. The bibliographies you prepare can be great public relations tools to use with faculty, parents, students, and other groups of patrons. They can play a large part in your public relations materials, so the ones you use for handouts should be done as nicely as possible. You can create some great little promotional bibliographies with a brief list of materials, a little clip art, colored paper, and a photocopy machine. If you use generic bibliographies, it is helpful to your patrons to indicate which materials your library owns.

Remove most bibliographies that are more than two or three years old from the public files but keep them in your personal files if you expect to use them as a starting point for building a subject bibliography. For example, a list of stories about horses or a bibliography about your state or region should be kept. Put your own bibliographies on a computer so that you can update them frequently and easily.

Bibliographies can also be developed in cooperation with teachers in the school. Teachers may wish to develop or work with the librarian to develop bibliographies by subject and/or topic. Having a cooperatively developed bibliography will assist students in selecting appropriate books and references already approved or recommended by their teachers.

For an example of a subject bibliography, see *Alaskana /A-4.*

Big6 Skills

The Big6 is an information literacy curriculum, an information problem-solving process, and a set of skills which provide a strategy for effectively and efficiently meeting information needs. The Big6 Skills approach can be used whenever students are in a situation, academic or personal, which requires information to solve a task. This model is transferable to school, personal, and work applications, as well as all content areas and the full range of grade levels. When taught collaboratively with content area objectives, it serves to ensure that students are information literate.[1]

Information Literacy: The Big6 Skills Approach to Information Problem-Solving

1. Task Definition
    - 1.1 Define the problem
    - 1.2 Identify the information needed.
2. Information Seeking Strategies
    - 2.1 Brainstorm all possible sources
    - 2.2 Select the best source
3. Location & Access
    - 3.1 Locate sources
    - 3.2 Find information within sources
4. Use of Information
    - 4.1 Engage (e.g., read, hear, view).
    - 4.2 Extract relevant information.
5. Synthesis
    - 5.1 Organize information from multiple sources
    - 5.2 Present the result
6. Evaluation
    - 6.1 Judge the result (effectiveness).
    - 6.2 Judge the process (efficiency).

For additional information about the Big6 Skills Process, you might want to subscribe to the Big6 Newsletter, Linworth Publishing Co., 480 E. Wilson Bridge Rd. Ste. L, Worthington, OH 43085-2372 or check out the website at http://big6.com/.

[1] Eisenberg, Michael B. and Bob Berkowitz. "The Big Six Skills Approach to Information Problem Solving." 1988 From ERIC Digest EDO-IR-96-04.

Computer Skills for Information Problem-Solving: A Curriculum Based on the Big Six Skills Approach.[2]

By Michael B. Eisenberg and Doug Johnson

This curriculum demonstrates how computer literacy skills can fit within an information literacy skills context.

1. Task Definition:

The first step in the information problem-solving process is to recognize that an information need exists, to define the problem, and to identify the types and amount of information needed. In terms of technology, students will be able to:

A. Use e-mail. and online discussion groups (e.g., listservs, newsgoups) on the Internet to communicate with teachers regarding assignments, tasks, and information-problems.*
B. Use e-mail, and online discussion groups (e.g.,listservs, newsgroups) on the Internet to generate topics and problems and to facilitate cooperative activities among groups of students locally and globally.*
C. Use desktop conferencing, e-mail, and groupware software on local area networks to communicate with teachers regarding, assignments, tasks, and information problems.
D. Use desktop conferencing, e-mail, and groupware software on local area networks to generate topics and problems and to facilitate cooperative activities among groups of students locally.
E. Use computer brainstorming or idea generating software to define or refine the information problem. This includes developing a research question or perspective on a topic.

2. Information Seeking Strategies:

Once the information problem has been formulated, the student must consider all possible information sources and develop a plan for searching. Students will be able to:

A. Assess the value of various types of electronic resources for data gathering, including databases, CD-ROM resources, commercial and Internet online resources, electronic reference works, community and government information electronic resources.*
B. Identify and apply specific criteria for evaluating computerized electronic resources.
C. Assess the value of e-mail, and online discussion groups (e.g. listservs, newsgroups) on the Internet as part of a search of the current literature or in relation to the information task.
D. Use a computer to generate modifiable flow charts, Gantt charts, timelines, organizational charts, project plans and calendars which will help the student plan and organize complex or group information problem-solving tasks.

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[2] Eisenberg, Michael B. and Doug Johnson "Computer Skills for Information Problem Solving: A Curriculum Based on the Big Six Skills Approach." ERIC Digest EDO-IR-96-04, Mar. 1996. Permission is granted for educational use as long as the authors are prominently credited.

3. Location and Access:

After students determine their priorities for information seeking they must locate information from a variety of resources and access specific information found within individual resources. Students will be able to:

A. Locate and use appropriate computer resources and technologies available within the school library media center, including those on the library media center's local area network, (e.g., online catalogs, periodical indexes, full-text sources, multimedia computer stations, CD-ROM stations, online terminals, scanners, digital cameras).

B. Locate and use appropriate computer resources and technologies available throughout the school including those available through local area networks (e.g., full-text resources, CD-ROMS, productivity software, scanners, digital cameras).

C. Locate and use appropriate computer resources and technologies available beyond the school through the Internet (e.g., newsgroups, listservs, sites via Netscape, Lynx, or another browser, gopher, ftp sites, online public access library catalogs, commercial databases and online services, other community, academic, and government resources).*

D. Know the roles and computer expertise of the people working in the school library media center and elsewhere who might provide information or assistance.

E. Use electronic reference materials (e.g., electronic encyclopedias, dictionaries, biographical reference sources, atlases, geographic databanks, thesauri, almanacs, fact books) available through local area networks, stand-alone workstations, commercial online vendors, or the Internet.

F. Use the Internet or commercial computer networks to contact experts as well as help and referral services.*

G. Conduct self initiated electronic surveys conducted through email, listservs, or newsgroups.*

H. Use organizational systems and tools specific to electronic information sources that assist in finding specific and general information (e.g., indexes, tables of contents, user's instructions and manuals, legends, boldface and italics, graphic clues and icons, cross-references, Boolean logic strategies, time lines, hypertext links, knowledge trees, URLs, etc.) including the use of
   1. Search tools and commands for stand-alone, CD-ROM, and online databases and services (e.g., DIALOG commands, America Online, UMI, Mead);
   2. Search tools and commands for searching the Internet (e.g., Yahoo, Lycos, WebCrawler, Veronica, Archie).*

4. Use of Information:

After finding potentially useful resources, students must engage (read, view, listen) the information to determine its relevance and then extract the relevant information. Students will be able to:

A. Connect and operate the computer technology needed to access information, and read the guides and manuals associated with such tasks.

B. View, download, decompress, and open documents and programs from Internet sites and archives.*

C. Cut and paste information from an electronic source into a personal document complete with proper citation.

D. Take notes and outline with a word processor or similar productivity program.

E. Record electronic sources of information and locations of those sources to properly cite and credit in footnotes, endnotes and bibliographies.

F. Use electronic spreadsheets, databases, and statistical software to process and analyze statistical data.

G. Analyze and filter electronic information in relation to the task, rejecting non-relevant information.

5. Synthesis:

Students must organize and communicate the results of the information problem-solving effort. Students will be able to:

A. Classify and group information using a word processor, database or spreadsheet.

B. Use word processing and desktop publishing software to create printed documents, applying keyboard skills equivalent to at least twice the rate of handwriting speed.

C. Create and use computer-generated graphics and art in various print and electronic presentations.

D. Use electronic spreadsheet software to create original spreadsheets.

E. Generate charts, tables and graphs using electronic spreadsheets and other graphic programs.

F. Use database/file management software to create original databases.

G. Use presentation software (e.g., *PowerPoint, HyperStudio, Aldus Persuasion)* to create electronic slide shows and to generate overheads and slides.

H. Create hypermedia and multimedia productions with digital video and audio.

I. Create World Wide Web pages and sites using, hypertext markup language (HTML)*

J. Use e-mail, ftp, and other telecommunications capabilities to share information, products, and files.*

K. Use specialized computer applications as appropriate for specific tasks, e.g., music composition software, computer -assisted drawing and drafting programs, mathematics modeling software.

L. Properly cite and credit electronic sources of information in footnotes, endnotes, and bibliographies.

6. Evaluation

Evaluation focuses on how well the final product meets the original task (effectiveness) and the process of how well students carried out the information problem-solving process (efficiency). Students may evaluate their own work and process or be evaluated by others (i.e. classmates, teachers, library media staff, parents). Students will be able to:

A. Evaluate electronic presentations in terms of both the content and format.

B. Use spell and grammar checking capabilities of word processing and other software to edit and revise their work.

C Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism.

D. Understand and abide by telecomputing etiquette when using e-mail, newsgroups, listservs and other Internet functions.*

E. Understand and abide by acceptable use policies in relation to use of the Internet and other electronic technologies.

F. Use e-mail, and online discussion groups (e.g., listservs, newsgroups) on local area networks and the Internet to communicate with teachers and others regarding their performance on assignments, tasks, and information-problems.

G. Use desktop conferencing, e-mail, and groupware software on local area networks to communicate with teachers and others regarding, student performance on assignments, tasks, and information problems.

H. Thoughtfully reflect on the use of electronic resources and tools throughout the process.

Addendum:

Included here are skills and knowledge related to technology that are not part of the computer and information technology curriculum. These items should be learned in context. i.e., as students are working through various assignments and information problems using, technology.

Students will be able to:

A. Know and use basic computer terminology.

B. Operate various pieces of hardware and software, particularly operating systems, and be able to handle basic maintenance.

C. Understand the basics of computer programming. Specific courses in computer programming should be part of the school's curricular offerings.

D. Understand and articulate the relationship and impact of information technology on careers, society, culture, and their own lives.

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* Items are specific to Internet use.
†This curriculum guide is an excerpt *from Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context,* ERICDigest (1996, March), prepared by Michael B. Eisenberg and Doug Johnson for the ERIC Clearinghouse on Information & Technology, Syracuse, NY. (ED number pending IR 055 809)

Note: The video entitled *Essential Skills for the Information Age: The Big6 in Action* is available for loan from the School Library Coordinator's office. It provides an introduction and demonstration of the Big6 process and is applicable to all age groups. *Also:* The book *Teaching Information & Technology Skills: The Big6 in Elementary Schools* by Michael Eisenberg and Robert Berkowitz is also available from the School Library Coordinator.

Book Fairs

Book fairs are a way to promote interest in reading and also provide a way to raise funds for your library. In this section we have included some tips for planning a book fair as well as sources and resources.

Planning for a Book Fair

- Begin planning early
- Be flexible on dates; be sure to check school calendar for major events, class trips, testing
- Consider scheduling the fair before Christmas, near Children's Book Week (November), National Library Week (April), or some other special event
- Check with possible vendors
- Talk with other librarians about book fairs
- Select books for the book fair
- Assemble a packet of information for parents to distribute one week before the fair. Include a cover letter explaining the fair, price list of books, and schedule.
- Promote the fair through posters, contests (e.g. coloring contests, book mark design, book jacket design, reviews of books, poster design), information to parents, teachers, students, radio and newspapers; involve art classes if possible
- Recruit parents for help with the fair; 2 hour shifts are suggested
- Plan the fair in an area where it can remain set up
- Schedule visits to the fair

During the Fair

- Provide a cash box with plenty of change
- Include a calculator with checkout materials
- Provide receipts
- Set up a checkout table near the door
- Consider stamping books that have been purchased

Commercial Companies Providing Books for Book Fairs

Local bookstores : *Addresses and*	Scholastic Book Fairs
phone numbers under the entry in	P.O. Box 7649
Vendors and Distributors/V-1	Olympia, WA 98507 1 800 548-2665
	http://www.scholastic.com/bookfairs/About Scholastic.htm
Barnes and Noble (Anch/Mat-Su only)	
Borders Books & Music	School Book Fairs
Cook Inlet Book Co.	10100 SBF Drive
Metro Music & Book Store	Pinellas Park, Florida 34666
Vine & Branches Christian	
Waldenbook Store	

Resources for Planning Book Fairs

- "Book Fairs: Fun & Funds," *Elementary School Librarian's Desk Reference*. pp. 9.27.
- *Library Talk* March/April 1991. Issue on Book Fairs. pp. 1, 5, 8.
- Book fair providers often supply planning kits for book fairs including posters and other promotional materials.

BOOK FAIR
CHECKLIST AND TIMELINE[1]

6-9 MONTHS BEFORE THE BOOK FAIR

_____Select dates
_____Contact a book fair company
_____Set dates
_____

1 MONTH BEFORE THE BOOK FAIR

_____Prepare posters
_____Schedule classes for visits
_____Recruit volunteers
_____
_____

1 WEEK BEFORE THE BOOK FAIR

_____Start publicity
_____Distribute schedule
_____Inform parents
_____Remind volunteers
_____
_____

1 DAY BEFORE THE BOOK FAIR

_____Volunteer schedule starts today
_____Set up tables
_____Arrange items
_____Obtain receipts, cash box, change
_____Include a calculator
_____Remove unacceptable books
_____Verify prices
_____

DAY OF THE FAIR

_____Prepare for volunteers
_____Check details
_____Enjoy the fair

[1]Based on Annette Thibodeau's "A Checklist for Book Fairs", *Library Talk* March/April, 1991.

Booktalks

Booktalks are short talks about books for the purpose of "selling" the book to listeners and enticing them to want to read the book. Librarians and teachers who work with children and youth have found that booktalking is an effective way to promote reading. Booktalking can be done with readers of all ages. Much has been written on the techniques of booktalking as well as suggesting books and topics. Samples of resources are listed.

Handling Your Booktalk Information

If you do a lot of booktalking, it is a good habit to fill out an index card with enough information about each book to jog your memory sufficiently to do at least a mini-talk. You can code the ones you like the best. You should record your negative reactions to books as well as your positive ones. You may also want to include notes of other presentations in your booktalk file, such as an annual talk to give to classes or parents on literature for children.

Consider using a computer program to index by author, title, and subject. If you use note cards, you will probably want them filed alphabetically by author. Computer files can be indexed with multiple headings or you can use your collection category as an index. Use plastic card sleeves or laminate the cards you use frequently.

You may give frequent booktalks either by request or initiated on your own. You can easily put together a booktalk program from your notes on index cards. Booktalk notes are personal, so these will be your own files but you may want a review file available for students to access that might consist of other students' reviews.

You can put little-used titles in an inactive file. You might discard your cards for titles you no longer need for a book-talk or you can keep the information on your computer so it can be printed out anytime.

Your own collection of booktalks will be the result of a lot of self-discipline and a commitment to develop your collection. Many teachers and librarians who work with children and young adults fill out an index card for every juvenile book they read.

Sources of Information about Booktalks:

You can purchase wonderful books with ideas for booktalking and storytelling. Caroline Feller Bauer and Joni Bodart have written books containing many ideas for creative presentations for children and young people. You can get booktalk ideas from periodicals such as *Booktalker*.

Examples of Resources on Booktalks:

- *Booktalker*. H.W. Wilson, 1994 -
- *Booktalking the Award Winners*. H.W. Wilson, 1994 -
- *Booktalking with Joni Brodart* [videorecording] H.W. Wilson, 1985
- Gillespie, John. *Juniorplots 4*. R.R. Bowker, 1993. Earlier titles.
- Gillespie, John. *Middleplots 4*. R.R. Bowker, 1994. Earlier titles.
- Gillespie, John. *Seniorplots*. Bowker, 1989.
- Gillespie, John. *The Newbery Companion: booktalk and related materials for Newbery Medal and Honor Books*, Libraries Unlimited, 1996.
- *Gotcha: Nonfiction Booktalks to Get Kids Excited About Reading*. Libraries Unlimited, 1999
- Littlejohn, Carol. *Talk that Book! Booktalking for the Ages*. Linworth, 1999.
- *New Booktalker*. Libraries Unlimited, 1992 -
- *Novel Booktalks; Award Winners and Other Favorites*. Book Lures, 1992.
- Polette, Nancy. *Picture Booktalks to Perform* Selected Picture Books Published 1988-1992. Book Lures, 1992.
- Richards, Joni. *Booktalk 5!* H.W. Wilson, 1993. Earlier titles.
- Rochman, Hazel. *Tales of Love and Terror; Booktalking the Classics, Old and New*. ALA, 1987. Book and video by the same title.

Articles about Booktalking:

Baxter, Kathleen. "Unbeatable booktalks" *School Library Journal*, Vol. 43 Issue 3, p121 Mar. 1997.

Norton, Terry L. and Carol S. Anfin. "Brush Up Your Booktalks: Promoting Literature-Based Reading, Part I." *School Library Media Activities Monthly*. v14 n3 p29-32, 34 Nov 1997.

Norton, Terry L and Carol S. Anfin. "Brush Up Your Booktalks: Promoting Literature-Based Reading: Part II." *School Library Media Activities Monthly*. v14 n4 p27-29, 32, 34 Dec 1997.

Polette, Nancy. "Two Way Booktalks: To Read and to Perform." *School Library Media Activities Monthly*. v.9 no. 8 pp 27-29. April, 1993.

On-Line Booktalking Resources:

Nancy Keane's Booktalks – Quick and Simple at:
http://www.concord.k12.nh.us/schools/rundlett/booktalks/

Connecting Young Adults and Libraries at:
http://members.aol.com/naughyde/connecting/do_donts.htm

Based on information from:

Sitter, Clara. The Vertical File and its Alternatives. Englewood, Colorado: Libraries Unlimited, 1992. pp. 155.

Budget

Money is necessary in order to create and maintain a quality school library program. Recent research has found that

> Of all expenditures that influence a school's effectiveness – including those for facilities, teachers, guidance services and others – the level of expenditures for library media services (i.e., personnel, books and materials, technology, and facilities) has the highest correlation with student achievement.[1]

Without an adequate budget and well-planned use of the money, the collection will slowly become so outdated as to be of little educational use.

> Creating an information literate society is an expensive task. The school library media program requires a level of funding that will give all students adequate opportunities. In an era when access to information defines the difference between wealth and poverty, the library media program must provide access to all the information and instruction that students and others need for active, authentic, information-based learning. The school library media program requires a budget that supports the continuous collection of information in all formats and that provides the instructional infrastructure that will help students learn to use that information in creative, meaningful ways."[2]

When planning your budget, be sure to consider each of these major portions of a typical school library program:

Collection:

Current, well-reviewed print (i.e., books), nonprint (i.e., videos), and electronic (i.e., CDs) resources to support the curriculum and student interests.

Updated reference works.

Magazines/Journals:

Subscriptions to provide on-site access to current news and leisure reading interests at student reading levels.

Education magazines and journals to assist staff in preparing their classes.

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[1] Colorado Department of Education. *The Impact of School Library Media Centers on Academic Achievement.* Denver: The Department, 1993.

[2] American Association of School Librarian. Information Power: Building Partnerships for Learning. Chicago: The American Library Association, 1998.

Programming:

Registration for the yearly Battle of the Books or some other reading incentive program.

Cost of Battle of the Books titles or materials to support other library programs.

Technology:

Upgrade and maintenance costs for existing hardware/software.

New/additional computers, peripherals, software as needed to support electronic access to information and library automation systems.

Service agreement charges for major software packages and machinery including computers, copiers, etc. if those come out of the library budget.

Supplies:

Consumable items such as book jackets, book repair materials, spine labels, printer cartridges, diskettes, etc.

There are several budgeting methods – Lump Sum, Line Item, etc. – but whichever your school uses, try to earmark at least some of your budget to fund expenditures that address specific needs in your student or faculty population.

As an example:

If your school has a large number of students in a particular grade exhibiting low reading scores, you might target that group by purchasing exciting books on their current reading levels, funding a reading incentive program, etc., in an effort to raise their reading skill levels. Then track their progress and use this information to demonstrate how the school library makes an educational difference. By showing what a small amount of money has done to affect needed changes, you can demonstrate what a larger library budget would do to serve the greater educational needs at your school.

Bulletin Boards

Why do Bulletin Boards?

Bulletin boards are mini-billboards for "selling books" to potential readers, sharing information, or exciting curiosity. They can be a very effective tool for communication with your library users. Attractive bulletin boards add to the atmosphere of your library. They can be educational and promote reading as well as adding to the beauty and interest of your library. Display cases can provide an enhanced bulletin board with the addition of books and objects.

Ideas for Bulletin Boards[1]

Start a notebook or file of ideas for bulletin boards. Possible themes include seasons, book games, library or school programs (Battle of the Books). A great idea for May is to use senior pictures and a map of the U.S. with yarn and tacks to show where students are going after they graduate.

Planning Bulletin Boards

Planning bulletin boards can be fun, as long as you plan ahead. It is advisable to set a schedule for changing your bulletin boards and plan your boards for the whole year. Get materials together early so that the actual change can be done quickly with little disruption to the library activities. Student or parent volunteers can help with bulletin boards, but you should make the decisions about the topics so they relate to study units, school activities or library themes.

Sources of Materials for Bulletin Boards

Materials for display boards include hook and loop, magnetic felt, paper, or miscellaneous items. You can let your imagination run wild when you are planning bulletin boards. Wrapping paper, wallpaper, fabric, calendars, clothing, costumes, and toys can be used as a focal point or interest element in bulletin boards.
[Tip: Take a theme calendar with 12 related pictures, use construction paper to "frame" the pictures, choose a few related books to list or display, and you have a nearly instant display.]

Teacher-supply stores and school supply catalogs stock a variety of pre-made materials. Library promotional materials are available from a number of companies including Upstart, Demco, and ALA. Card shops sell commercial holiday decorations that can be used for bulletin boards and displays. You may also make some of your own. An Ellison Lettering Machine will be helpful in making your own borders and cut-outs. Clip good ideas for bulletin boards from periodicals and newspapers. Some publications such as *The School Librarian's Workshop* include sketches and instructions for doing bulletin boards. Take notes or file the ideas you expect to use.

Choose items for purchase that can be used in different ways when possible. You will want to recycle all of these things. School libraries have the same students for several years so you will want to vary each year's holiday decorations. Consider exchanging decorations with librarians in other libraries and schools.

Order what you can afford. Commercial decorations in your local stores will be on sale after the holiday, so that is a good time to stock up on additional items. Many school librarians buy these items out of their own money as budgets do not always allow for decorative items. Parent donations or library fund-raisers might provide money for library decorations.

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[1]Ideas submitted by Tiki Levinson, School Library Media Specialist, Bristol Bay Borough Schools.

Managing Bulletin Board Materials

You will probably have separate holiday boxes in your storage area for seasonal items. Materials can be arranged by holiday, subject, month of the year, or season. Label each box clearly. Take a picture of the bulletin boards and displays that you may want to use again. Keep a file of pictures so that you can easily duplicate materials with little effort. Include a notation of the dates used. Subject-specific ideas may be best filed with the subject. You may want to add index access by format to facilitate use.

You can laminate materials to protect items for future use. You can also use plastic sleeves or envelopes to protect pictures and other small items. Large cardboard file drawers hold a great deal of miscellaneous materials. You can use one for each holiday, each month, or each season. Lightweight boxes can be stored on high shelves in your back room. Your collection of bulletin board materials will probably be for your own use. Be sure to discard materials when they look worn or when you are tired of them.

Bulletin Board Books[2]

- Bauer, Caroline Feller. *Celebrations: Read-Aloud Holiday and Theme Book Programs.* Wilson, 1985. ISBN 0-8242-0708-4 A sourcebook for read-aloud and activity programs which provides bulletin board designs to match.
- Canoles, Marian L. *The Creative Copycat, The Creative Copycat II, The Creative Copycat III.* Libraries Unlimited, 1982, 1985, and 1988 respectively. ISBN 0-87287-340-4, 0-87287-436-2, 0-87287-576-8. Bulletin board designs on both seasonal and subject themes.
- Jay, M. Ellen. *Motivation and the School Library Media Teacher.* Library Professional, 1988. ISBN 0-208-02171-X. Working bulletin boards which involve active participation from students.
- Vangsgard, Amy. *Simply Incredible Bulletin Boards*. Upstart, 1998. Set of 22 new and original bulletin board designs featuring children's authors and historical periods.
- Mallett, Jerry J. *Library Bulletin Boards and Displays Kit.* Center for Applied Research for Education, 1984. ISBN 0-87628-533-7. Ideas for displays which motivate children to read and help them learn library skills.

Selected References on Bulletin Boards

- Anderson, Cynthia. "Library Media Center Displays and Bulletin Boards." School Library Activities Monthly. v. XV, no.8, pp.26-27, Apr 1999.
- Hauck, Marge, and Olivia Merz. "Distinctive Displays;" *Instructor*. v. 102, no. 1. pp. 59-60. Jul-Aug 1992.
- "Theme Section: Bulletin Boards, Displays, and Special Events." *Book Report.* v. 9, no. 4, pp. 14-33. Jan-Feb. 1991.
- Vidor, Constance "Easy Bulletin Boards and Displays for School Library Media Centers." *School Library Media Activities Monthly*. V.10, no. 2, pp. 36-37. Oct. 4, 1993.

Based on information from: Sitter, Clara. *The Vertical File and its Alternatives*. Englewood, Colorado: Libraries Unlimited, 1992. pp. 156-157.

[2]Suggested in *The School Librarian's Sourcebook* by Claire Rudin, R.R. Bowker, 1990. ISBN 0-8352-2711-1 with some additions.

Calendar for Management

Some school librarians find it helpful to develop calendars for tasks that must be done on a schedule. Separate calendars can be prepared for various positions such as student or volunteer jobs. An annual calendar listing the management tasks may be helpful in scheduling your time so that important deadlines are met.

To start an annual calendar, list each month and leave space below it to write the tasks that need to be done. Many of the general items will come up about the same time each year. Once you have the framework of the calendar you can file the master copy and begin tailoring the current one for your school year. Fill in the school and community holidays and special dates including exams, grading periods and parent conferences. Some of the general items for the framework might include the following:

August

- Plan bulletin boards for the year
- Prepare back to school bulletin board
- Update and print your guide for teachers
- Update and print guide for students
- Check supplies on hand; order any that are needed
- Talk with teachers to see how you can work together

September

- Interview students for volunteer positions
- Organize parent volunteers

October

- Reading promotion program
- Plan for Children's Book Week

November

- Make plans for Battle of the Books participation

December

January
- Withdraw old or worn magazines
- Mail registration for AkLA conference
- Set up local Battle of the Book tournament

February
- Order award winning children's books
- Plan National Library Week activities
- Participate in state tournament for Battle of the Books

March
- Attend AkLA Conference
- Begin talking with faculty regarding curriculum needs for next year
- Plan and advertise next month's School Library Media Month activities

April
- Estimate program needs for next year
- Buy books for next year's Battle of the Books
- Celebrate School Library Media Month

May/June
- Find volunteers to help with inventory and weeding
- Make notes for updating your guide for teachers
- Inventory and weed the collection
- Send book orders
- Write annual report for your principal

Annual Tasks to be scheduled
- Magazine order
- Book order
- Plan book fair(s)

Calendar for Special Events

There are a number of special events you will want to mark on your calendar. Some Alaska and national events have been provided with space to add local or other special events for your school or district. Up-to-date information on most of these events is easily located on the web. Just type the name into a good search engine such as google.com or www.alltheweb.com.

August
- Alaska State Fair - (Palmer, Alaska - 10 days ending on Labor Day.)
- PNLA Conference - (Usually the first week in August.)

September
- Banned Books Week (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611- www.ala.org/bbooks/)
- International Literacy Day (Newspaper Association of America Foundation – www.naa.org.)
- Library Card Sign-up Month (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611)

October
- American Association of School Librarians Conference – (held every two years in Oct. or Nov. - http://www.ala.org/aasl/).
- Alaska Day - October 18. (Anniversary of the formal transfer of the Territory and the raising of the U.S. flag at Sitka in 1867.)
- Teen Read Week – (YALSA – www.ala.org/teenread/)

November
- American Education Week (National Education Association, 1201 Sixteenth St., Washington, CD 20036; 202-833-4000 – www.nea.org.)
- Family Literacy Day – (National Center for Family Literacy – www.famlit.org.)
- National Children's Book Week (Children's Book Council - Usually the teen week in November – www.cbcbooks.org.)
- National Young Reader's Day (Sponsored by Pizza Hut in cooperation with the Center for the Book. Call 800-4-BOOK IT – www.bookitprogram.com/.)

December
- Holiday season; traditional school holiday lasts ten days of December.

January
- AECT National Conference –(Late January or early February; annual.)
- ALA midwinter meeting – (Mid to late January for association business; annual.)
- Alaska admitted to the union as the 49th state - January 3, 1959.
- Martin Luther King, Jr. Federal Holiday (Federal Holiday Commission, 451 Seventh St. SW, Washington, DC 20410)
- National Book Month – (National Book Award, 264 Fifth Ave., 4th Floor, NY, NY 1000 – www.nationalbook.org.)

February
- Black History Month
- Fur Rendezvous (Anchorage)
- Love of Reading Week – (Usually the teen week in February.)
- Presidents Day
- Yukon Quest International Sled Dog Race (http://www.yukonquest.yk.ca/)

March
- Alaska Earthquake Anniversary - Good Friday, March 27, 1964.
- Alaska Library Association Annual Conference – (Usually early March - http://www.alaska.net/~akla/.)
- Freedom of Information Day (ALA Public Info. Office, 50 E. Huron St., Chicago, IL 60611 – www.ala.org/foiday.)
- Iditarod Trail Sled Dog Race – (Usually begins in Anchorage the first Saturday in March and ends 10-14 days later in Nome - http://www.iditarod.com/.)
- National Women's History Week/Month – (http://www.nwhp.org/month.html)
- Seward's Day (Alaska) – (Last Monday in March. Commemorates purchase of Alaska.)

April
- Great American Read Aloud (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611) or Night of a Thousand Stars, Wednesday of National Library Week.
- International Children's Book Day (International Board on Books for Young People, c/o International Reading Association, Box 8139, Newark, DE 19714; 202-731-1600)
- National Library Week (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611. Usually the third week in April – www.ala.org/celebrating.)
- National Poetry Month – Academy of American Poets – www.poets.org/npm/npmfrmst.htm.)
- National TV Turnoff Week – (TV-Free America - http://www.tvfa.org/turnoff.html - usually third week in April.)
- Reading is Fun Week (Reading is Fundamental, Smithsonian Institution, 600 Maryland Ave. SW, Suite 500, Washington, DC 20560; 202-287-3220 – www.si.edu/rif)
- School Library Media Month (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611 – www.ala.org/pio.)

May
- Graduations, awards, winding down the end of school activities.
- Library Legislative Day (ALA Washington Office, 1301 Pennsylvania Av. NW, Suite 403, Washington, DC 20004 – www.ala.org/washoff/legday.html.)

June-July
- ALA National Reading Program (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611)
- ALA National Conference – (Usually the last week of June or early July.)
- Read, America! Week (Read America, P.O. Box 1641, Sheperdstown, WV 25443; 304-876-0569)

Additional Resources:
School Library Media Activities Monthly. Each issue includes an Activities Almanac (8-10 pages) of events and holidays. Addresses, telephone numbers and ideas are included. Also "Into the Curriculum" has a section including many ideas each month. (School Library Media Activities Monthly. LMS Associates, 17 East Henrietta Street, Baltimore, MD 21230.)

Call Numbers and Classification

The first part of a call number is derived through a classification system. In general, any classification is used to systematically group together items that have similar characteristics. Materials are classified for basically two reasons: 1) to enable them to be found quickly and easily, and 2) to bring together on the shelf materials that deal with similar subjects. Libraries group or classify materials by subject as well as by format (for instance, video or microfiche), size (regular or oversize), circulation policy (reference, reserve, or circulating), or type (periodicals, government documents).

Knowing about call numbers is essential for finding materials because they are shelved in alphabetical and numerical order by call number. It will also help you understand how information is organized in a library and improve your ability to do research. A call number is a unique number that combines an item's classification or class number (composed of both letters and numerals) as well as an author or title number (also composed of letters and numerals). The latter may be followed by a date indicating the item's year of publication. The call number thus indicates each item's major subject content and physical shelf location.

Subject classification enables materials dealing with similar subject matter to be grouped together. There are many classification systems, but libraries in the U.S. most often use two: while most college and university libraries use the Library of Congress (LC) Classification System, public and school libraries usually employ the Dewey Decimal System.

The second part of a call number usually represents the author's last name. In biographies (921 in DDC) the second part represents the person the book is about so that all books about a person are shelved together.

Library of Congress Classification System (LC) –used mostly in college and university libraries.

The LC Classification System, developed in 1897, divides knowledge into 21 broad subject classes and identifies each by single letters of the alphabet, A through Z. (Five letters--I, O, W, X, and Y--are not used.) Combinations of letters and numbers (alpha-numeric system) indicate subtopics within classes and subclasses. For a basic list of the LC subject headings, use the following URL: http://lcweb.loc.gov/catdir/cpso/lcco/lcco.html

Dewey Decimal Classification System (DDC) –used mostly in school and public libraries.

The Dewey Decimal Classification (DDC) was developed by Melvil Dewey and first published in 1876. DDC divides knowledge into 10 subject areas and uses three digit numbers plus decimals to classify materials. It is universally used in school libraries.

You can find the DDC of a book by looking up the MARC (machine-readable cataloging) record on many of the electronic databases accessible through SLED. Another source is the CIP (cataloging in publication) information printed on the verso (back side) of the title page of the book itself. A summary of the DDC is reprinted on the next page.

For more information about the Dewey Decimal Classification system or assigning a call number, try these resources:

http://ivory.lm.com/~mundie/DDHC/AboutDewpoint.html

http://www.libertynet.org/lion/cataloging.html

Dewey Decimal Classification System[1]

000	**Generalities**	**500**	**Natural sciences & mathematics**
010	Bibliography	510	Mathematics
020	Library & Information science	520	Astronomy
030	General encyclopedic works	530	Physics
040		540	Chemistry
050	General serials & indexes	550	Earth sciences
060	General organizations	560	Paleontology
070	News media, journalism, publishing	570	Life sciences
080	General collections	580	Botanical sciences
090	Manuscripts & rare books	590	Zoological sciences
100	**Philosophy & psychology**	**600**	**Technology (Applied sciences)**
110	Metaphysics	610	Medicine
120	Epistemology, causation, humankind	620	Engineering
130	Paranormal phenomena	630	Agriculture
140	Specific philosophical schools	640	Home economics & family living
150	Psychology	650	Management
160	Logic	660	Chemical engineering
170	Ethics	670	Manufacturing
180	Ancient, medieval philosophy	680	Manufacture for specific uses
190	Modern Western philosophy	690	Buildings
200	**Religion**	**700**	**The arts**
210	Natural theology	710	Civic & landscape art
220	Bible	720	Architecture
230	Christian theology	730	Plastic arts Sculpture
240	Christian moral ... theology	740	Drawing & decorative arts
250	Christian orders & local church	750	Painting & paintings
260	Christian social theology	760	Graphic arts; printmaking and prints
270	Christian church history	770	Photography and photographs
280	Christian denominations & sects	780	Music
290	Other & comparative religions	790	Recreational & performing arts
300	**Social sciences**	**800**	**Literature and rhetoric**
310	General statistics	810	American literature
320	Political science	820	English & Old English literature
330	Economics	830	Literature of Germanic languages
340	Law	840	Literature of Romance languages
350	Public administration	850	Italian...
360	Social services	860	Spanish & Portuguese literature
370	Education	870	Italic literature; Latin
380	Commerce, communications	880	Hellenic literature; Classical Greek
390	Customs, etiquette, folklore	890	Literature of other languages
400	**Language**	**900**	**Geography & history**
410	Linguistics	910	Geography & travel
420	English & Old English	920	Biography
430	Germanic languages	930	History of the ancient world
440	Romance languages French	940	General history of Europe
450	Italian...	950	General history of Asia; Far East
460	Spanish & Portuguese languages	960	General history of Africa
470	Italic languages; Latin	970	General history of North America
480	Hellenic languages; Classical Greek	980	General history of South America
490	Other languages	990	General history of other areas

[1] How to organize and operate a small library / by Genore H. Bernhard. Fort Atkinson, Wis. : Highsmith Co., c1975.

CD-ROM Evaluation[1]

Title of Disc_____Date_____

	Question or consideration	Yes	No or Not Applicable	Sometimes, Partly True, or Maybe
	1 Is the CD-ROM easy to install?			
	2. Is there documentation? Is it thorough and easy to understand?			
	3. Is the screen uncluttered? Are directional and informational prompts prominent?			
	4. Does it use simple and consistent commands to navigate?			
	5. Are help screens easy to access? Clear? Context sensitive?			
	6. Can you exit from any screen? Retrace your steps? Get a search history?			
	7. Can you access cross referenced information easily?			
	8. Are there at least 2 levels of searching (browsing, fill-in, or Boolean)?			
	9. Are the search results easy to understand?			
	10. Can you print the results? Can you choose exactly what you want to print?			
	11. Can you save to a disk? Is there an on-screen notebook?			
	12. Is the data on the CD-ROM accurate?			
	13. Is there depth to the content data?			
	14. Are the intellectual level and content appropriate for the intended audience?			
	15. Is the content free of any bias (gender, race, religion, etc.)?			
	16. If there are illustrations, color, and/or sound, are they well done and meaningful			
	17. Will this CD-ROM support or enhance the curriculum? In more than one area?			
	18. Does it stimulate student imagination and curiosity? Will it make kids think?			
	19. Is the price reasonable?			
	20. Can you use it on a network?			
	Total each Colunm:			
	Multiply by:	*5*	**0**	**2**
	And record here			

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CD-ROMfor Schools

Add 5 points for each YES answer on the bonus questions below:

	1. Does it include an interactive component (like a quiz or game)?			
	2. Is the content unique (not in print or otherwise accessible to schools)?			
	3. Are there supporting materials or teacher's aids?			

85-100+	Buy that disc
60-85	Consider its strengths and weaknesses and your curriculum
45-60	Only if it's really cheap
0 -45	These make nice Frisbees

Add the totals above and the bonus points to get the Disc Evaluation Total: _____

[1]From: *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program.* Valenza, Joyce Kasman. Reprinted with permission from the American Library Association.

Censorship & Controversial Materials

Before the censor comes:

1) Write and campaign for your school board to adopt a collection development policy (be sure to do this **before** any incident). Samples of collection development policies are available from other school districts, ALA and other professional publications, and from the School Library Coordinator (269-6569). Be sure to include the word diversity (as in diversity of opinions and ideas). If at all possible, try to mention First Amendment rights and the Library Bill of Rights.

2) The collection development policy should contain provision for a written form to request review of controversial materials and should describe the make-up and bylaws for a standing Controversial Materials Review Committee. (See sample in *Selection*/S-3.)

3) Be careful of wording in your policy. A new development in controversial material battles is the formation of parental committees to review library purchases prior to ordering. Be sure the language you include doesn't accidentally support this idea.

4) Identify teachers, administrators, parents, and community leaders who will probably be broad-minded and supportive in addressing challenges to materials.

When the censor comes:

1) Remain calm…don't overreact. If the challenge is from a single parent who is concerned only about his/her own child, you have a good chance of settling amicably. **Listen** to the complaint; **agree** that a parent should have the right to control a child's reading; **suggest** the parent and you talk together with the child about setting limits for his/her borrowing. DO NOT agree to remove an item from the collection. (Remember, other parents have the right for their children to have all materials available). DO NOT agree to be responsible for seeing to it that a child doesn't check out these materials. (You may fail to be the perfect policeman and shouldn't be put into the role…this is a matter between parent and child). Be sure to let your principal know how this matter was resolved.

2) If these actions don't satisfy the parent, ask your principal to meet with you and the parent. (Your principal is likely to support your actions). If this doesn't resolve the matter, give the parent the district-approved form to fill out. Frequently the matter will end at this point.

3) If the form is returned and referred to your district's Controversial Materials Review Committee, be prepared to testify about the item at their meeting. Do your homework …have these facts ready:

   a) Why was this item selected for your library? (Bring copies of reviews).
   b) What is the usage/circulation pattern for this item?
   c) Which other libraries in your district and state have this item? What is their experience with it?
   d) Why do you think this item is valuable for your collection?

Speak rationally and in a low-key. Your opponents may be highly emotional. You need to contrast with them. If possible, have some people from your support group (identified in #4 above) speak in favor of the item.

4) The confrontation over this item may be much more serious if there is an organized group behind the complaint. Sometimes it is difficult to tell if that's what you are facing. Some clues:

   a) Complainants want not just their own child but every child "protected" from the item.
   b) Some of the complainants have no children in your school system.
   c) Money is spent in publicizing and spreading their viewpoint.
   d) The same words and phrases are repeated by various people at different times.

5) If this is the type of battle you face, there are people you can notify who will be willing to help:

   a) Your local (or the state) AkLA chapter (see the entry under Associations and Organizations/A-5). The Intellectual Freedom representative will notify the state chairperson – currently, June Pinnell-Stephens of Fairbanks.
   b) The ALA Office for Intellectual Freedom, headed by Judith Krug. (800-545-2433 x 4223)
   c) The School Library Coordinator. (907-269-6569)
   d) Alaska Civil Liberties Union. (907-276-2258)

Each of these people/offices will provide materials, information and, most importantly, support.

After the censor comes:

1) Whether the decision satisfies you or not, be sure to mind your manners. Write thank-you notes to everyone who helped, thanking them for their support for the item and the principles of intellectual freedom (rather than for you). You will need their support again.

2) Remember, please:

   1) Not every item is in the place it should be. When a title is challenged, look at it again. Don't be intimidated into moving or removing the item, but use your own standards of selection to decide if this item really belongs where it is. If so, prepare to defend it. If not, move it to where it belongs with a clean conscience. Not every purchasing or placement decision is worth fighting for.

   2) Whether the fight is won or lost, it is the principle you are defending, not yourself. Easy to say and hard to do…don't take this personally.

   3) Don't put your job on the line. Your school board, superintendent, and possibly your principal do have the power, if not the right, to remove an item. Try not to make yourself a victim of the battle, and rely on your supporters to lead the effort when you can't.

Bibliography of materials on censorship:

Books:

Intellectual Freedom Manual: Latest edition. Compiled by the Office for Intellectual Freedom, American Library Assn.

Sections of this book are general in scope, while others specifically apply to school library situations. The history of the development of ALA positions on censorship issues is included as well as advice on handling problems.

Preserving Intellectual Freedom: Fighting Censorship in our Schools. Jean E. Brown, editor. National Council of Teachers of English, 1994.

Includes articles (many written by practicing teachers and librarians) on all facets of censorship in schools and many practical ideas on dealing with it.

Protecting the Right to Read. Ann K. Symons and Charles Harmon. Neal-Schuman, 1995.

Covers policies and procedures for school and public libraries, with discussions of the Internet and other IF issues and trends, as well as a reconsideration case study from a school library.

Article:

Caywood, Carolyn. "Censorproof Your Library." *School Library Journal* (December, 1994.)

Helpful Web Sites

http://www.ala.org/aasl/challenges.html

AASL's web page about IF challenges.

http://www.ala.org/oif.html

ALA Office for Intellectual Freedom home page with all the policies, organizations and contacts.

SEND FOR THIS FREE RESOURCE:

First Amendment First Aid Kit

Write to Bantam Doubleday Dell, 1540 Broadway, New York, NY 10036
or FAX (212) 782-9452.

This kit "is intended to be a quick reference guide, providing information about who to talk with, how to respond, and what to do when confronted with challenges to titles in your schools and libraries. The kit is not comprehensive, but we hope it will be an easy-to-use index to sources of information, help, and support."

Sample reconsideration form is included in *Selection*/S-3.

Certification

Alaska does not grant regular certification to school librarians, but to be considered a "certified" school librarian in Alaska, you may follow either of two paths:

Regular certificate: Requires the possession of a **Type A** - Teaching Certificate, either K-8 or in a secondary curriculum area. An **endorsement** for School Librarian may then be added for the level (K-8 or secondary) at which the teaching certificate is issued. This endorsement requires a recommendation from a preparing institution (the university or college at which the training was done) that meets the standards set by either NCATE or NASDTEC. This recommendation is given upon the completion of a program organized along guidelines drawn up by ALA and AASL. It must contain courses preparing a prospective student in:

Professionalism	Communication
Collection Management	Organization
Administration	Instructional Leadership
Access	

In practical application, this may require from 18 to 36 semester hours and should include a range of field experiences or an internship. Some institutions require that a masters program (MLS) be finished before granting the recommendation . Others support an initial preparatory endorsement-only program. (See entry under *Library Schools*/L-3 for information on schools offering library training.)

Special Services certificate: Those who do not hold a **Type A** teacher's certificate may be awarded a special services certificate upon completion of a program in librarianship. This **Type C** certificate qualifies the person to work in both K-8 and secondary schools. This certificate requires the recommendation of the preparing institution and is normally not issued except to candidates holding bachelors or masters degrees in librarianship.

Some school districts may be willing to employ those who have taken classes in the following areas as school librarians, even though an endorsement has not been earned:

1) Administration and library management

2) Selection and collection development

3) Reference

4) Literature (at the appropriate level)

5) Organization and classification of materials (cataloging)

6) Technology and audiovisual design and production

Typically, school districts prefer to hire librarians with Type A certificates with library endorsement for building level jobs. Actual classroom experience is also considered a plus. Those librarians who are using Type C certificates may find it difficult to find jobs except in secondary schools. There are, of course, exceptions to these generalities based on each individual position.

For more specific information, contact either the Certification Office, AK Dept. of Education, 810 West 10th, Suite 200, Juneau, AK 99801-1894 (907) 465-2831 or the School Library Coordinator in Anchorage at (907) 269-6569.

Clip Art

You can never have too much clip art[1]. Copyright-free illustrations are available in books, periodicals, computer programs and on the Internet. When you are designing a flyer or newsletter it is hard to find the right illustration unless you have a large selection from which to choose. You will use clip art for your own public relations, but your teachers may also appreciate the access to clip art from your library.

Tips for Organizing and Managing Clip Art "Clippings"

- Handle clip art materials carefully so you will always have clean copy to use.
- Keep your clip art materials together.
- Use files, notebooks, envelopes, pocket envelopes, or boxes to house and protect your collection.

Sources of Clip Art

- An easy way to get a large selection of clip art is to buy it. There are lots of computer files of clip art on the market as well as books of clip art that can be used to "cut and paste" or scan into a document.
- Carol Bryan Imagines publishes *Library Imagination Paper,* a four-page quarterly with ready-to-use clip art for bookmarks headings, miscellaneous illustrations, and ideas for public relations. It is excellent!
- The Library Media & PR website http://www.ssdesign.com/librarypr/ links you to graphics that can be used in library promotion.
- ALA Graphics frequently has clip art available.
- Libraries Unlimited publishes several clip art resources including:
  Bradbury, Phil. *Border Clip Art for Libraries.* 1989.
  Gay, Judy. *ClipArt and Dynamic Designs for Libraries and Media Centers.* 1988.
- Linworth Publishing Company also publishes clip art resources including:
  *Instant Art Notebook.*1992.
- See also: Bradbury, Phil. *Library Symbol Clip Art.* Lei, Inc. 1993.
- The entry under *Reading Programs/*R-1 lists summer reading programs. Many include copyright free clip art. Other reading programs are available as ERIC documents and can be found by searching "clip art" in the ERIC database (see the entry under *ERIC/*E-2).
- If you prefer to take your clip art from the Internet, go to a search engine such as Google.com and enter clip art in the search box. A list of clip art sites will be displayed. Be sure to check that art is not copyrighted.

The sample clippings on the next page are available for your use. Each was copied from a copyright-free source – either *ALA Library Clip Art*, American Library Association, 1983 or *Snip & Snicker: Copyright Free Drawings for Schools and Libraries*, Watson, Sherry Lynn, Central Colorado Library System, 1983. Theses books and others containing copyright-free graphics are available for loan from the Alaska State Library. Call 269-6570 to borrow one of the books on clip art.

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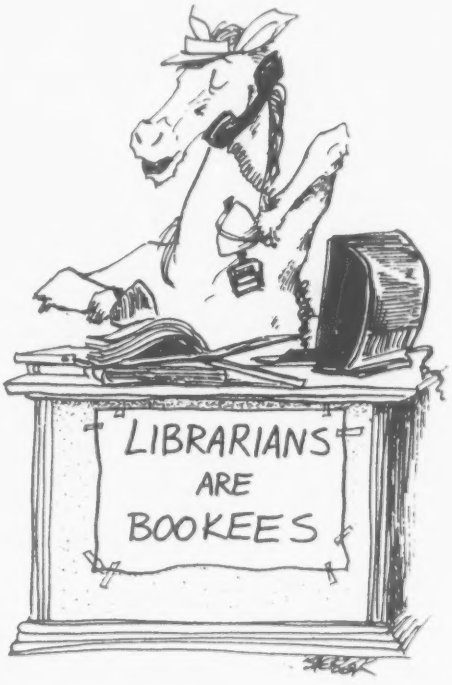
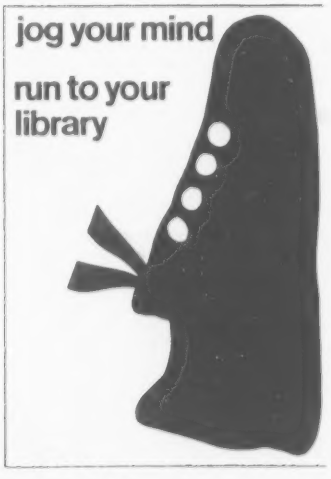
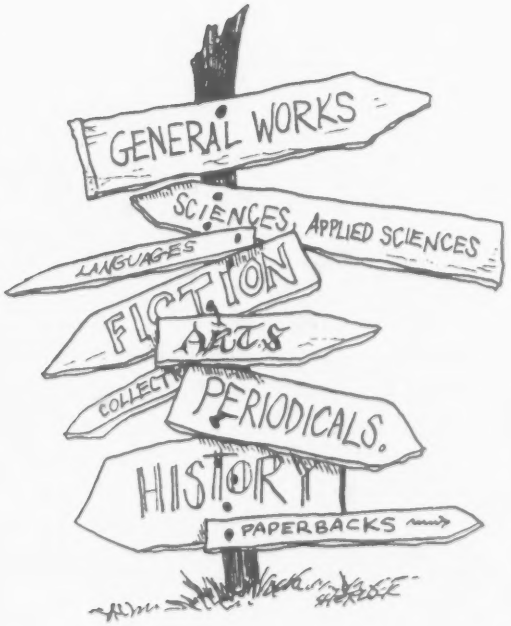
[1] Based on information from: Sitter, Clara. *The Vertical File and its Alternatives.* Englewood, Colorado: Libraries Unlimited, 1992. pp.158-159.







BEST COPY AVAILABLE

Confidentiality

Confidentiality of Library Records

AN ACT OF THE ALASKA STATE LEGISLATURE

Relating to the confidentiality of certain library records.

*Section 1. AS 09.25 is amended by adding a new section to read:

Sec. 09.25.140 CONFIDENTIALITY OF LIBRARY RECORDS

(a) Except as provided in (b) of this section, the names, addresses, or other personal identifying information of people who have used materials made available to the public by a library shall be kept confidential, except upon court order, and are not subject to inspection under AS 09.25.110 or 09.25.120. This section applies to libraries operated by the state, a municipality, or a public school, including the University of Alaska.

(b) Records of a public elementary or secondary school library identifying a minor child shall be made available on request to a parent or guardian.

In 1985 the State Legislature passed this law assuring library borrowers the right to confidentiality regarding materials borrowed from the library. Except by order of the court, information about who has borrowed specific library materials shall be kept private.

The law specifically mentions school libraries and so is applicable here. This raises several questions for school librarians.

- *Do your circulation cards show the names of students who have checked out the material in the past?* One way to ensure privacy is to use a heavy black marker to line out names upon check-in.
- *Do you send out overdue lists to classroom teachers showing specific titles?* A better way would be to send individual notices to students, folded so they are private. Instead of listing titles, you might try indicating only the number of overdue materials or call numbers for specific items.
- *Do you have staff, volunteers, or student aides working at checking out materials?* Train each library worker in the ramifications of this confidentiality law. Do they know better than to gossip in classrooms or at home about an individual's library selections?

- *Have you talked to your administrator about this law?* It might be a good idea to discuss the confidentiality law with your principal before a problem arises. If a process for maintaining confidentiality is agreed upon ahead of time, you will be prepared to handle an angry teacher, administrator or parent who comes in demanding to know who has a particular book. REMEMBER, according to the law, ONLY a parent or guardian may be told what materials a student has charged out.

Note: Any circulation system or procedure should remove or obliterate the borrower's name upon check-in. Automated systems remove the name automatically. Those using a manual system might need to remove the name with a felt-tipped pen.

Another source: see AASL's position paper on confidentiality at:
http://www.ala.org/aasl/positions/ps_libraryrecords.html

Copyright Guidelines[1]

BOOKS AND PERIODICALS

Guidelines for Classroom Copying In Not-For-Profit Educational Institutions

1. In preparing for instruction, a teacher may make or have made a single copy of:

   - chapter from a book
   - article from a newspaper periodical
   - short story, short essay or short poem
   - chart, graph, diagram, drawing, cartoon, or picture from a book periodical, or newspaper.

2. A teacher may make multiple copies of the following for classroom use, but no more than one copy per student.

   - complete poem of less than 250 words
   - excerpt of not more than 250 words from a longer poem
   - complete prose work if it is less than 2,500 words
   - excerpt not more than 500 words from a prose work of 2,500 to 5,000 words
   - excerpt of not more than 10% of a prose work of 5,000 to 10,000 words;
   - excerpt of not more than 1,000 words from a prose work more than 10,000 words
   - one illustration per book or periodical issue; and
   - not more than two pages and 10% of the words of "special works" which combine illustrations and less than 2,500 works: i.e., children's book.
   - any of the foregoing numerical limits may be excessed in order to complete a line of poetry or a paragraph of prose.

3. Performance by teachers or students of copyrighted dramatic works without authorization from the copyright owner is permitted as a part of teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

4. Teachers may use copyrighted materials in opaque projectors for instruction purposes for viewing purposes only.

[1] This section completed by Marry Jennings, former Grants Administrator, Alaska State Library.

DEFINITIONS

Brevity

Poetry:

- a complete poem if less than 250 words and if printed on not more than two pages or,
- from a longer poem, an excerpt of not more than 250 words.

Prose:

- a complete article, story, or essay of less than 2,500 words, or
- an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated above may be expanded to permit the completion of any unfinished line of a poem or of an unfinished prose paragraph.]

Illustration:

- one chart, graphic, diagram, drawing, cartoon, or picture per book or per periodical issue.

"Special" works:

- certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the publisher pages of such special work and containing not more than 10 percent of the works found in the test thereof, may be reproduced.

Spontaneity

The copying is at the instance and inspiration of the individual teacher, and

The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

The copying of the material is for only one course in the school in which the copies are made.

Not more than one short poem, article, story, essay or two excerpts may be copies from the same author, nor more than three from the same collective work or periodical volume during one class term.

There shall not be more than 9 instances of such multiple copying for one course during one class term.

[The limitations stated above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

PROHIBITIONS

Notwithstanding any of the above, the following shall be prohibited:

- Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets and like consumable materials.

Copying shall not:

- substitute for the purchase of books, publishers' reprints, or periodicals
- be directed by higher authority
- be repeated with respect to the same item by the same teacher from term to term.

No charge shall be made to the student beyond the actual cost of the photocopying.

COPYRIGHTED MUSIC (REPRODUCTION AND USE)

A. A teacher may make a *single copy of* a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.

B. A teacher may make *multiple copies* for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided, however, that the excerpt does not comprise a part of the whole musical work which would constitute a preferable unit such as a complete section, movement, or song.

C. In an emergency, a teacher may make and use *replacement copies* of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

D. A teacher may make and retain a *single recording of student performances* of copyrighted materials when it is made for the purposes of evaluation or rehearsal.

E. A teacher may make and retain a *single copy of excerpts from* recordings of copyrighted musical works for use as aural exercises or examination questions.

F. A teacher may *edit or simplify purchased copies* of music provided that the fundamental character of the music is not distorted. Lyrics shall not be altered or added if none exist.

G. *Performance* by teachers or students of a copyrighted musical is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

H. *Performance* of non-dramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided, however, that:

1. the performance is not for a commercial purpose
2. none of the performers, promoters or organizers are compensated; and
3. admission fees are used for educational or charitable purposes only.

I. All other musical performances require permission from the copyright owner.

AUDIOVISUAL MATERIAL (COPYRIGHTED)

A. A teacher may:

1. Create a series of *slides* from multiple sources, such as magazines, books, encyclopedias, etc., as long as one does not exceed *10%* of the photographs in any one source, unless the source specifically prohibits any photographic reproduction.

2. Create a *single overhead transparency* from a single page of a consumable workbook.

3. Create *multiple overhead transparencies* from a variety of sources, not exceeding *10%* of the total content of any one source, unless this type of reproduction is specifically prohibited.

4. Excerpt sections from a *filmstrip* to create slides as long as one does not exceed *10%* of the entire work or excerpt the very creative essence of the work.

5. *Reproduce selective slides* from a slide series as long as one does not exceed *10%* of the entire production, excerpt the very creative essence of the work or violate a specific prohibition for this type of reproduction.

B. **A teacher may not:**

1. **Duplicate cassette tapes** unless reproduction rights were given at time of purchase.

2. **Reproduce musical works** (i.e. records) or convert into another form for use

3. **Reproduce "ditto masters"** produced commercially, individually, or in sets or as part of multi-media kits if they are available for sale separately.

4. **Reproduce any audiovisual work in its entirety.**

5. **Convert one media format into another,** i.e. 16mm film to videotape.

6. **Narrate entire stories onto audiotape.**

C. **Archival exception for libraries:**

If your library owns a copy of material that has been damaged, lost, stolen, or was in a format that became obsolete, another library that owns the material is permitted to make an archival copy of the material for use within your own library. While this archival copy may not be circulated outside your library, patrons may use it on the premises. If an archival copy is made of material in a non-graphic format such as paper or phonorecord, the archival copy may be loaned out to patrons.

VIDEOTAPES

A. In-classroom Use of a copyrighted videotape is permissible under the following conditions:

1. The performance **must be by instructors** (including guest lecturers) or by pupils; and

2. the performance is i**n connection with face-to-face teaching activities**; and

3. the **entire audience is involved in the teaching activity**; and

4. the **entire audience is in the same room** or same general area;

5. the teaching activities are conducted by a **non-profit education institution**; and

6. the performance takes place in a classroom or similar **place devoted to instruction,** such as a school library, gym, auditorium or workshop;

7. the **videotape is lawfully made**; the person responsible has no reason to believe that the videotape was unlawfully made.

B. In-library Use in Public Libraries:

1. Most performances of a videotape in a public room as part of an entertainment or a cultural program whether a fee is charged or not, would be infringing and a **performance license is required** from the copyright owner.

2. To the extent a videotape is used in an educational program conducted in a library's public room, the performance will not be infringing if the **requirements for classroom use** are met (See I.A.).

3. Libraries which allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so.

4. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, i.e. one person, or no more than one family, at a time.

5. User charges for private viewing should be nominal and directly related to the cost of maintenance of the videotape.

6. Even if a videotape is labeled "For Home Use Only," private viewing in the library should be considered to be authorized by the vendor's sale to the library with imputed knowledge of the library's intended use of the videotape.

7. Notices may be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws, such as:

MANY VIDEOTAPED MATERIALS ARE PROTECTED BY COPYRIGHT. 17 U.S.C. § 101.
UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW

C. Loan of Videotapes:

1. Videotapes labeled "For Home Use Only" may be loaned to patrons for their personal use. They should not knowingly be loaned to groups for public performances.

2. Copyright notice as it appears on the label of a videotape should not be obscured.

3. Nominal user fees may be charged.

4. If a patron inquires about a planned performance of a videotape, he or she should be informed that only private uses of it are lawful.

5. Videorecorders may be loaned to a patron without fear of liability even if the patron uses the recorder to infringe a copyright. However, it may be a good idea to post notices on equipment which may be used for copying (even if an additional machine would be required) to assist copyright owners in preventing unauthorized reproduction (See I.B. 7)

D. Duplication of Videotapes:

1. Under limited circumstances libraries may dupe a videotape or a part thereof, but the rules of 108 of the Copyright Revision Act of 1976 which librarians routinely utilize with respect to photocopying, apply to the reproduction.

E. Off-air Taping

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with transmission and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately - unless they are network news programs, which can be kept indefinitely.
3. Off-air recordings may be used once by individual teachers (in each class taught on the teacher's regular schedule) in the course of relevant teaching activities. The recordings may be repeated once - when instructional reinforcement is necessary - in classrooms within a single campus, as well as the homes of students receiving home instruction, during the first ten (10) consecutive school days in the 45 day retention period.
4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be recorded in anticipation of requests.
5. A limited number of copies may be reproduced to meet the legitimate needs of teachers under these guidelines. Each copy is subject to all provisions of the original.
6. After the first ten (10) consecutive school days, off-air recordings may be used only for teacher evaluation purposes.
7. Off-air recordings need not be used in their entirety, but they may not be altered from their original content or physically or electronically combined to constitute a teaching anthology.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

An Excellent Resource for School Libraries

Cable in the Classroom Magazine

Contains monthly listings of educational programs including taping and retention rights which many producers allow to schools

Information: 1-800-743-5355 Subscription: 1-800-216-2225

COMPUTER SOFTWARE COPYRIGHT WARNING

The Copyright Software Rental Amendments Act of 1990 generally grants owners of copyright in computer programs an exclusive right to control public distribution of the program in the nature of rental, lease, or landing. An **exception to the law allows lending by nonprofit purposes without the permission of the copyright owner, but requires libraries to affix a warning of copyright to the package containing the computer program.** the text of the warning was published in the *Federal Register* of February 26, 1991 (56 FR 7811), and is as follows:

Notice: Warning of Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the reproduction, distribution, adaptation, public performance, and public display of copyrighted material.

Under certain conditions specified in law, nonprofit libraries are authorized to lend, lease, or rent copies of computer programs to patrons on a nonprofit basis and for nonprofit purposes. Any person who makes an unauthorized copy or adaptation of the computer program, or redistributes the loan copy, or publicly performs or displays the computer program, except as permitted by Title 17 of the United States Code, may be liable for copyright infringement.

This institution reserves the right to refuse to fulfill a loan request if, in its judgment, fulfillment of the request would lead to violation of the copyright law.

The regulation states that a verbatim reproduction of the notice "shall be affixed to the packaging that contains the copy of the computer program, which is the subject of a library loan to patrons, by means of a label cemented, gummed, or otherwise durably attached to the copies or to a box, reel, cartridge, cassette, or other container used as a permanent receptacle for the copy of the computer program."

This reduced size notice may be copied and attached to the computer programs, CD-ROMs, and other electronic material which you circulate from your library.

Notice: Warning of Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the reproduction, distribution, adaptation, public performance, and public display of copyrighted material.

Under certain conditions specified in law, nonprofit libraries are authorized to lend, lease, or rent copies of computer programs to patrons on a nonprofit basis and for nonprofit purposes. Any person who makes an unauthorized copy or adaptation of the computer program, or redistributes the loan copy, or publicly performs or displays the computer program, except as permitted by Title 17 of the United States Code, may be liable for copyright infringement.

This institution reserves the right to refuse to fulfill a loan request if, in its judgment, fulfillment of the request would lead to violation of the copyright law.

TELEFACSIMILE AND LIBRARIES: COPYRIGHT ISSUES

With the easy access to online indexes and CD-ROM and fax machines so common today, libraries may be tempted to avoid budget constraints by requesting copies of magazine and journal articles from other libraries, rather than subscribing to periodicals which are not frequently used. The copyright law has a specific prohibition against "systematic" copying. This applies whether the copies are faxed to you, mailed, sent by messenger, or hand carried.

Guidelines set by the National Commission on New Technological Uses of Copyrighted Works (known as CONTU) will help you comply with copyright law.

1. The borrowing library (you) must post a "display warning of copyright" (see final page of this entry) at the place interlibrary loan orders are accepted.

2. The borrowing library must abide by the "Rules of Five" —

   For periodicals the rule is, the borrowing library may receive ONLY 5 photocopied articles from any one magazine **title** per year. This is per title, not per issue. Your library is responsible for maintaining records that track your borrowing. This does not count requests for articles from magazines which you have on order, but have not received yet, or from missing issues of magazines which you own. CONTU guidelines do not apply to articles from issues older than 5 years.

   For other materials, frequently poems or short stories, ONLY 5 copies can be made from a single title per year. Again, you are required to keep the records that demonstrate you are complying.

3. If you use a regular interlibrary loan form (ILL), you will find a place on the form to mark either CCG or CCL for a request for photocopies. If your request complies with the Rules of 5 according to your records, mark CCG. If you are requesting from an older magazine, mark CCL.

4. If you are the LENDING library, you do not need to keep track of numbers requested but you must reproduce the statement of copyright and include it with any information that is being sent.

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL.

**(This notice must be posted on all copy machines.
Feel free to copy and post.)**

Warning Concerning Copyright Restrictions

The Copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions for copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy of other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order, if in its judgment, fulfillment of the order would involve violation of copyright law.

(Copy and post near ILL desk.)

On-line Sources for Copyright Information

10 Big Myths about Copyright Explained. By Brad Templeton. Very helpful in educating colleagues, students, etc.
http://www.templetons.com/brad/copymyths.html

Copyright for Educators. By Inez Ramsey. Provides links to various fair-use and copyright resources for educators, K-12.
http://falcon.jmu.edu/~ramseyil/copy.html

Copyright Guidelines. Library Services, Jefferson County Public Schools. Designed to help Jeffco staff members understand and abide by the rules of copyright protection. An easy-to-use guide listing common practices that are permitted and vs. those that are not.
http://jeffconet.jeffco.k12.co.us/plmc/copyright.html

Copyright Implementation Manual. Groton Public Schools. An excellent model for copyright policy development.
http://groton.k12.ct.us/mts/cimhp01.htm

The Copyright Website. By Benedict O'Mahoney. Endeavors to provide real world practical copyright information to a wide audience including users of electronic and on-line sources.
http://www.benedict.com

Copyright Workshop. By Linda C. Joseph. Offers links to full-text articles about copyright as well as lesson plans and exercises for a workshop on copyright for educators.
http://www.cyberbee.com/copyrt.html

Copyright and Intellectual Property. American Library Association. Provides useful information and a wealth of links to other copyright sites.
http://www.ala.org/work/copyright.html

The U.S. Copyright Office Home Page. A part of the Library of Congress, this offers wide perspective on copyright issues.
http://lcweb.loc.gov/copyright

Recommended resource available from State Coordinator's office:

Simpson, Carol Mann. *Copyright for Schools: A Practical Guide.* Second edition. Worthington: Linworth Publ., 1997.

Documents for School Libraries

A number of position papers related to school libraries are featured on the AASL web site under the heading "Position Papers." The full text of these documents is found at http://www.ala.org/aasl/positions/index.html and may be reproduced for use with groups in your school. Topics included are:

Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights

Appropriate Staffing for School Library Media Centers

Confidentiality of Library Records

Flexible Scheduling

Information Literacy: A Position Paper on Information Problem Solving

Preparation of School Library Media Specialist

Resource Based Instruction: Role of the School Library Media Specialist in the Whole Language Approach

Role of the School Library Media Program

Role of the Library Media Specialist in Outcomes-Based Education

Role of the School Library Media Specialist in Site-Based Management

School Library Media Supervisor

Value of Independent Reading in the School Library Media Program

Value of Library Media Programs in Education

At the time of this printing, the AASL position statements were under review to determine their alignment with the latest edition of Information Power (Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998).

Equipment

One of the tasks often assigned to the library staff is the responsibility for equipment. The school inventory of equipment will probably include a variety of kinds of equipment and it will be circulated for varying lengths of time from the entire school year to one day or one period. The supply and demand for equipment will determine the circulation policy. Note: Be sure to consider purchasing equipment that is able to perform multiple tasks – for instance, a computer projection device that can also serve as an opaque projector. While such equipment can appear to be more costly, it can actually save money if only one machine rather than two must be purchased.

TYPES OF EQUIPMENT.

Projectors for Still Pictures

Equipment for Transparent Materials

Slide Projectors. Most schools will have at least one slide projector or perhaps a sound/slide projector with a built in cassette player. It is preferable to have a projector which will take the standard carousel-type slide holder, since many speakers travel with their own carousels but expect to find a machine to use at a school.

Filmstrip Projectors. Projectors for silent strips and for strips with sound (usually cassette tape) have been used over the years. You may still have equipment of this type if you still have the kits for them. Many filmstrips are being converted to videotape by their producers but there are still several companies producing only the strips.

Overhead Projectors (for Transparencies). Equipment for projecting overhead transparencies (commercial or hand-made) is still in demand by many teachers. Faculty members who use this equipment regularly generally want it checked out for the year. Some machines have roller attachments so that the instructor can write ahead of time then roll information as needed, clean the film and reuse it. Attachments (LCD plates) are also available to attach to computers for display during class. *Tips:* Be sure to run the fan to cool the bulb if it does not come on automatically. Clean the glass on the stage and head using a soft cloth. When changing lamps, never touch the glass part of the lamp with your bare hands - the oil from your body will shorten the life of the bulb. Let the bulb cool before moving the overhead. Movement while the filament is hot shortens the bulb life.

Microfilm and Microfiche Readers. Microfilm is usually not used in any but the largest libraries, and microfiche is also gradually being phased out. You may not have these machines in your collection. If it is necessary to purchase machines, the software (films) which you intend to use them for will dictate what you buy. Of particular importance is the size or ratio of the lens to the size of the microscopic print on the film. Machines which not only read but print out the film image are sometimes needed. If at all possible, use a machine that prints on plain paper. While these machines are more expensive to purchase, upkeep and supplies are much less of a problem.

Equipment for Opaque Materials.

Opaque Projectors. The opaque projector is for the projection of materials such as pages of a book, pictures, and other surfaces. No transparency is needed and the objects themselves are projected in their original form and color by a series of mirrors. These machines are still used in many schools though the machines themselves are bulky and awkward. *Tips:* Opaque projectors require very dark rooms for use. Image size is determined by distance from the screen or wall. The "focal length" of a machine will dictate how large or small an image can be made. If you buy an opaque projector, get the most flexible focusing arrangement you can. Opaque projectors are frequently used to enlarge materials, particularly for bulletin boards and art projects. Be very sure to consider copyright implications when deciding what may be enlarged.

Projectors for Moving Pictures.

16mm film projectors. Many schools are phasing out 16 mm projectors and switching to video which is less expensive and readily available. For those projectors still being used in your school, try to persuade teachers and other operators not to run film backward through the projector to rewind. This treatment rips sprocket holes badly and soon produces a film which "chatters" in places.

Video players and projectors. The standard video player/recorder is a 1/2 inch VHS VCR. You can use a standard TV monitor with a player or a projector that requires a screen. It is difficult for a large class (more than 20-25) to see a television monitor so multiple monitors or a projected picture are desirable for large class presentations. *Tips:* Although some televisions will produce a good picture, devices rated as "monitors" will be more useful, since they can display computer images as well as video images from several sources. A 25 in. screen is the smallest desirable size to purchase. When buying a video projector, look for a projector that can also reproduce sound without having to attach additional speakers. Video projectors are becoming smaller and smaller, so look for one that is portable. Small (8mm) videocameras are becoming more popular; be sure your video players have an adapter which will allow you to play the 8mm tape without having it copied onto 1/2 in. tape.

Laser Disk players. Schools also may have laser disk players. These machines can function simply as high-quality video players in conjunction with a monitor or video projector; or they can be interfaced with a computer and be used interactively for teaching and curricular support. Laser disks are less fragile than video tape and usually sell for about the same amount. With the addition of an inexpensive barwand reader, laser disks coded and indexed for showing individual screens or segments can be very valuable in education. Unlike video tape recordings, teachers can pause a frame for as long as they like without the shimmy or blur, and without doing any damage to the disk. Computer programs that allow teachers to construct a sequence of frames or segments to go with a lesson are very inexpensive and easy to use.

CD-ROM and DVD drives are widely available in schools. Normally, they need a computer interface to control, search and display visual information. While many CD-ROMs/DVDs are informational, allowing easy and quick searching of large amounts of information such as encyclopedias, magazine indexes, etc., some are interactive and allow students to play games or participate in a simulation. The library may be the first place in a school to have CD-ROM/DVD players since the research and reference uses are so apparent. Since both formats have a similar appearance, be sure to buy the format compatible with your equipment.

Players for Audio Materials

Tape Recorder/Player. Cassette tape recorders are used for several types of educational tapes, and frequently are used to record readings, debates, programs, etc. Note: special tape recorders have been developed to make duplicates at many times the normal speed. Purchase is advised for those frequently called upon to make copies. The Alaska State Library sponsors a Talking Book Library which may provide recorded books to students in your school who are unable (for either physical or mental reasons) to read a standard book. The Library also provides specialized tape readers for its patrons. (See T/1 – Talking Book Center.) For more information about this service, call the Talking Book Library at 269-6575.

Record Players. You may still have some record players if you have records in your audio - visual collection. Because CDs are replacing sound recordings very rapidly, you ought to expect your record collection to become smaller and eventually close out. Tip: Some record players can be used as auxiliary sound or public address systems. If your player has a socket marked "microphone", you can get use it for this purpose.

Compact Disk (CD). Some schools may have CD players. When purchasing CD players, you should think not only about sound quality and price, but consider security for the equipment as well. Larger, more bulky equipment is not as likely to "walk out" of the library or school.

Computers and Other Interactive Equipment

Computers. In some schools, the librarian is also the technology expert. Because computers produce or work with information, people naturally assume the librarian will have the skills needed to operate the latest, most advanced equipment. If you take on this role in your school, you will find yourself extremely busy, but the importance of your position will seldom be challenged. Start with your goals for the library, determine which software best advances your toward your goals, and then purchase computers with particular software needs in mind.

Printers. There are various considerations in purchasing printers such as color vs. black and white, maintenance costs, noise levels, speed, cost and compatibility with the computers you want to use them with.

Scanners. As more emphasis is placed on student production of both written and visual material, many schools have purchased scanners for use in copying pictures and text into computers. While hand-held scanners are cheaper, they are seldom satisfactory, especially when used by children, since they require a lot of dexterity. The flat-bed type of scanner usually performs well. Purchase a color scanner if at all possible.

Video cameras, still and live. The video camera is almost a necessity for a modern school. Students who are accustomed to having a home camera expect to be able to make videos as easily as they write reports. Be sure that you select a camera that interfaces with your computer applications. A still camera can function very much as a scanner does for inserting images into computer applications.

Digital Cameras. For computer and multimedia projects, digital cameras are a must. Digitized photos can be loaded onto computers and then incorporated into projects as needed. Pricing for this technology is changing rapidly, so on-line catalogs should be consulted prior to purchase.

LCD Panels. LCD is an acronym for Liquid Crystal Display. An LCD panel is a translucent glass panel that shows a computer or video image using a matrix of tiny liquid crystal displays, each creating one pixel ("picture element," or dot) that makes up the image. Used with an overhead projector for a light source, an LCD panel can make an effective computer projection device.

LCD projectors. A self-contained unit that combines from one to three LCD panels and a light source for a complete computer and/or video projection device. Generally more convenient and efficient than using a separate LCD panel and overhead, LCD projectors come in a wide variety of sizes and specifications.

Miscellaneous

Copy machines. In elementary schools, it is most common for copy machines to be used by staff members only; in middle and secondary schools, copy machines are normally available for use by students. There is some debate over charging students for copies, and many libraries use coin-operated machines, while others give students a limited number of free copies each day or week. Machines that have very simple operating procedures and can both enlarge and reduce images are best. It is also possible to use the copy machine to make overhead transparencies both for faculty and students. Some models allow books to be placed on the edge of the glass so as not to crush or break the spine in making a copy.

Binding machines. A new emphasis on writing and publishing student materials makes a binding machine of some type a good purchase for a school library. The spiral plastic comb binding is the most common, but there are several types that rely on a glue process.

Fax machines. Although most school offices have a fax machine, a library's dependence on being able to obtain and disseminate information quickly often relies on fax transmission. Features include group transmissions, redials, and verification of transmission.

Lettering machines. These machines, which are really small, counter-mounted cutters, are used to produce letters and outlined shapes from paper or cardstock. They help to produce bulletin boards and posters very quickly and attractively.

Projection screens. If you plan to project any images, you will want to have a suitable screen. Considerations: size, portability vs wall mount, cost.

CIRCULATION OF EQUIPMENT

Preparation for Circulation

When new equipment first arrives there are a few steps in the processing that must take place. 1) Check the order to be sure that you have received the item ordered and that it is in good condition. 2) Mark school or library ownership on the equipment by etching, painting, or using a permanent marker. 3) If your library is not automated, assign a number unique to that item and mark it on the equipment. 4) If you are automated, attach a barcode and enter the equipment into your computer. 5) Record all pertinent information about the machine on an Equipment Record Card (one card per machine) including the type of equipment, brand, serial number, model number, source and date of purchase, the type of lamp used if any, accession number, and the location where the equipment will be kept if other than the library (or use your computerized record to list all this information). 6) Keep a file of warranty information, manuals for operation, etc.

Circulation
Establish a method for circulation such as a card and pocket attached to the equipment, a pegboard with hooks for teachers' names (or for pieces of equipment), or use the computer to check out the equipment just as if it were a book or other type of material. Be sure that each piece of equipment can be transported easily and safely…on a cart, in a box or basket, etc. Large pieces should be strapped to carts. Cables, cords, etc. should be tied up so they do not drag when the equipment is being moved. If there are several small pieces that go with the equipment (barwands or remote controls, etc.), either fasten them to the equipment or attach a list as a reminder to check that all pieces are present upon checkout.

Maintenance
Keep records of complaints about each piece of equipment and send them for repair when necessary. Remember that sometimes the problem has more to do with proper operation. Check for yourself to see if you can duplicate the reported problem before sending an item to be repaired. Maintain repair records for each piece of equipment (on the Equipment Record Card). With this card, you can justify replacing equipment when repairs are not cost effective. At the end of the year (or more often if your schedule allows), give each piece a good cleaning. Use canned air or an air compressor to blow dust and dirt out of all the closed spaces in the equipment and use a damp towel or paper towel to clean the exterior of machines. Do not spray liquid cleaner directly onto machines, but dampen towels instead. Lens and other glass parts should be cleaned with lens cleaner that is not as abrasive for glass surfaces.

Inservice for Teachers
Prepare written instructions or handouts for faculty use of equipment. Attach very brief instructions directly to the equipment. Occasionally offer a brief inservice for teachers with hints on using audio-visual equipment and specific instructions for the operation of new equipment.

ERIC
Educational Resources Information Center

Introduction

The Educational Resources Information Center (ERIC), funded by OERI, is a nationwide information network that acquires, catalogs, summarizes, and provides access to education information from all sources. The database and ERIC document collections are housed in about 3,000 locations worldwide, including most major public and university library systems. ERIC produces a variety of publications and provides extensive user assistance, including AskERIC, an electronic question answering service for teachers on the Internet. The ERIC system includes 16 subject-specific Clearinghouses, the ERIC Processing and Reference facility, and ACCESS ERIC which provides introductory services.

ACCESS ERIC http://www.accesseric.org/ serves as the WWW home page for ERIC's system-wide resources and information; coordinates ERIC's outreach and system-wide dissemination activities; develops new ERIC publications; and provides general reference and referral services. For more information call ACCESS ERIC at 800-LET-ERIC (1-800-538-3742).

AskERIC http://askeric.org/ is a personalized, Internet-based service providing education information to teachers, librarians, students, counselors, administrators, parents, and others. In addition, AskERIC is a Sun SITE repository, which enables expansion of the quality and quantity of its resources and services to the education community.

Anyone interested in education can send an e-mail inquiry to AskERIC. Simply address your message to askeric@ericir.syr.edu.

National Parent Information Network (NPIN) http://npin.org/ is a pilot project led by the ERIC Clearinghouse on Urban Education at Teachers College and the ERIC Clearinghouse on Elementary and Early Childhood Education to provide information and communications capabilities to parents and those who work with them.

The following ERIC Clearinghouse and associated Adjunct Clearinghouse sites have WWW pages on-line:

ERIC/ACVE http://ericacve.org/ provides comprehensive information, publications, and services in adult and continuing education, all aspects of career education, and vocational and technical education including work force preparation.

ERIC Clearinghouse on Assessment and Evaluation http://ericae.net/ seeks to provide balanced information concerning educational assessment and resources to encourage responsible test use.

Adjunct Test Collection Clearinghouse http://ericae.net/testcol.htm contains records on over 10,000 tests and research instruments covering a wide range of subjects and fields.

The ERIC Clearinghouse for Community Colleges
http://www.gseis.ucla.edu/ERIC/eric.html coordinates searches of the ERIC database on community college-related topics.

Adjunct ERIC Clearinghouse on Entrepreneurial Education
http://www.ed.gov/EdRes/EdFed/ERIC.html identifies sources of information on aspects of entrepreneurship education K-12, post-secondary, non-profit, commercial and small business development.

The ERIC Clearinghouse on Counseling and Student Services Clearinghouse (ERIC/CASS) http://www.uncg.edu/edu/ericcass/ scope area includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development, as well as parent, student, and teacher education in the human resources area.

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC) http://ericec.org/ focuses on the professional literature, information, and resources relating to the education and development of persons of all ages who have disabilities and/or who are gifted.

The ERIC Clearinghouse on Educational Management (ERIC/CEM) http://eric.uoregon.edu/ is an information processing and analysis center that prepares ERIC database information related to educational management and other topics of interest to educational policymakers, school administrators, researchers, and other personnel.

The ERIC Clearinghouse on Elementary and Early Childhood Education http://ericeece.org/ provides information for educators, parents, families, and all individuals interested in the development, education, and care of children from birth through early adolescence.

Adjunct ERIC Clearinghouse for Child Care http://nccic.org/ complements, enhances and promotes child care linkages and serves as a mechanism for supporting quality, comprehensive services for children and families.

The ERIC Clearinghouse on Higher (ERIC-HE) http://www.eriche.org/ covers a broad range of information including students, faculty, graduate and professional education, legal issues, financing, planning and evaluation, curriculum, teaching methods, and state-federal-institutional questions related to higher education.

The ERIC Clearinghouse on Information and Technology (ERIC/CIT)
http://ericir.syr.edu/ithome/ provides educational technology and library/information science at all academic levels and addresses all aspects of information management and information technology related to education.

ERIC Clearinghouse on Languages and Linguistics http://www.cal.org/ericcll/
operated by the Center for Applied Linguistics. ERIC/CLL collects and disseminates information on current developments in education research, instructional methods and materials, program design and evaluation, teacher training, and assessment of several language and linguistic areas.

National Clearinghouse for ESL Literacy Education http://www.cal.org/ncle/ provides literacy instructors, researchers, etc., with timely information on adult ESL literacy education with an emphasis on education for adults and out-of-school youth learning English as a second language.

The ERIC Clearinghouse on Reading, English, and Communications http://www.indiana.edu/~eric_rec/ provides educational materials, services, and course work to parents, educators, students, and others interested in the language arts.

The ERIC Clearinghouse on Rural Education and Small Schools http://www.ael.org/eric/ helps school teachers, administrators, parents, professors, and others access education-related resources about rural education, small schools, migrant education, etc.

The ERIC Clearinghouse on Science, Math and Environmental Education (ERIC/CSMEE) http://www.ericse.org/ retrieves and disseminates printed materials related to science, mathematics, and environmental education.

The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) http://www.indiana.edu/~ssdc/eric_chess.htm monitors issues about the teaching and learning of history, geography, civics, economics, and other subjects in the social studies/social sciences.

Adjunct ERIC Clearinghouse for Law-Related Education http://www.indiana.edu/~ssdc/lre.html disseminates Law-Related Education (LRE) materials and collects information on LRE programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities.

Adjunct ERIC Clearinghouse for United States-Japan Studies http://www.indiana.edu/~japan/ specializes in providing educational information about Japan for K-12 students, teachers, specialists and curriculum developers. Information is also provided for researchers, administrators, and anyone wanting to learn about Japanese society and culture.

Adjunct ERIC Clearinghouse on Service Learning http://www.ed.gov/EdRes/EdFed/ERIC.html contains an extensive database, a description of nationwide service-learning programs, grant information, books, articles and publications.

The ERIC Clearinghouse on Teaching and Teacher Education, http://www.ericsp.org/ one of sixteen ERIC Clearinghouses, collects, abstracts, and indexes education materials for the ERIC database; responds to requests for information in the subject areas of teaching; teacher education; and health, physical education, recreation, and dance (HPERD); and produces special publications on current research, programs, and practices.

Adjunct ERIC Clearinghouse on Clinical Schools http://www.aacte.org/menu2.html, Is supported by grants from AT&T and the Ford Foundation. It disseminates information on professional development schools and clinical schools. It also maintains a database.

The ERIC Clearinghouse on Urban Education http://eric-web.tc.columbia.edu/ monitors curriculum and instruction of students of diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools by reviewing curriculum and instruction of students from these populations, and by developing ways that public and private sector policies to improve conditions that place urban students at risk educationally.

The National Clearinghouse for Educational Facilities http://www.edfacilities.org/ (an affiliated ERIC Clearinghouse) acquires, manages, and disseminates information relating to educational facilities, to serve as a resource for the nation's school personnel and allied professionals who plan, design, construct and maintain educational facilities.

The ERIC Processing and Reference Center http://ericfac.piccard.csc.com/ provides support functions and services for ERIC including document and journal acquisition, cataloging, indexing, abstracting publication preparation and database distribution.

The ERIC Document Reproduction Service (EDRS) http://edrs.com/, operated by DynTel Corp., EDRS is the document delivery component of the Educational Resources Information Center (ERIC), meaning EDRS puts about 400,000 documents on microfiche and sells them. These documents include a wide variety of resources such as teaching guides, research reports, bibliographies, issue papers, instructional materials, and test and evaluation instruments. This site describes the microfiche collections that are available and lets you order them on-line.

Other ED-Funded Clearinghouses

The Eisenhower National Clearinghouse for Mathematics and Science http://www.enc.org/ collects, catalogs, and disseminates exemplary materials, teaching methods, and assessment resources on K-12 curriculum materials and programs in mathematics and science. The National Clearinghouse collaborates with existing regional and national networks, and coordinates its activities and resources with the Eisenhower Regional Consortia for Mathematics and Science.

AskERIC is...

... a personalized Internet-based service providing education information to teachers, librarians, counselors, administrators, parents, and others throughout the United States and the world. It began in 1992 as a project of the ERIC Clearinghouse on Information and Technology and is now, with the ERIC Clearinghouse, a component of the Information Institute of Syracuse at Syracuse University. Today, AskERIC encompasses the resources of the entire ERIC system and beyond. Got an education question? AskERIC!

The main components of AskERIC are ...

... AskERIC Question & Answer (Q&A) Service

Need to know the latest information on special education, curriculum development or other education topics? Just AskERIC! When you submit your education question to AskERIC Q&A, you'll receive a personal e-mail response from one of our network information specialists within two business days! We will send you a list of ERIC database citations that deal with your topic and will also refer you to other Internet resources for additional information. It's that easy!

.. AskERIC Virtual Library

The AskERIC Virtual Library contains selected educational resources, including 1000+ AskERIC Lesson Plans, 250+ AskERIC InfoGuides, searchable archives of education-related listservs, links to Television Series Companion Guides, and much more!

... Search the ERIC Database

The ERIC database, the world's largest source of education information, contains more than 950,000 abstracts of documents and journal articles on education research and practice. By searching AskERIC's web-based version of the ERIC Database, you can access the ERIC abstracts which are also found in the printed medium, Resources in Education and Current Index to Journals in Education. The database is updated monthly, ensuring that the information you receive is timely and accurate.

For More Information ...

... on ERIC and AskERIC, visit the FAQs (Frequently Asked Questions), where you can find out what kind of questions AskERIC answers, or how to contribute a lesson plan to the Virtual Library. You may also view the AskERIC Slide Show, a presentation package used at regional and national education conferences. Read a Memorandum from the White House which describes the significance of AskERIC. Take a look at some of the many awards that the AskERIC site has received. Finally, just for fun, meander on over to the famous AskERIC Cow Gallery.

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Recommended Resources

Want to search the ERIC database? Try the Search ERIC Wizard.
Want to see how an expert searches? Try our pre-packaged searches.
Need to order a document? Check out the ERIC FAQs.
Need help searching ERIC? Try the AskERIC e-mail service.
Want to learn more about ERIC? Check our ERIC System Home Page.

Need to find a local ERIC Collection? Look a local provider in the Directory of ERIC Resource Collections

Need a phone number? Call 1-800-LET ERIC.
Want to contact us? Send e-mail to feedback@ericae.net

ERIC Reference Tools

All about ERIC This booklet provides a detailed description of the ERIC System. It also describes ERIC products and services and provides information on how to use them. Free on request.

Catalog of ERIC Clearinghouse Publications--The Catalog is a complete listing, including prices, or current publications produced by the ERIC Clearinghouses and support components.

ERIC Calendar of Education-Related Conferences--Provides a chronological listing of nearly 500 international, national, state, regional, and local education related conferences covering the entire calendar year.

ERIC Digests: (free from the ERIC Clearinghouse on Information & Technology)
Introduction to Internet Resources for K-12 Educators; Part I: Information Resources.
_____; Part II: Question Answering, Listservs, Discussion Groups.
Libraries and the Internet.
Information Literacy for an Information Society
Networking: K-12

ERIC Networkers: (free from the ERIC Clearinghouse on Information & Technology)
Internet Access Points to ERIC
LM_NET: A Worldwide Discussion Group for School Library Media
The AskERIC Service for Educators

ERIC Review--Published three times a year, this publication keeps you informed of important ERIC and education-related developments. It features a lead article on a current topic in education; highlights publications and research findings produced by the U.S. Department of Education, the Office of Educational Research and Improvement, and the ERIC Clearinghouses; announces significant, recent acquisitions to the ERIC database, top sellers, and other new educational publications; and highlights new ERIC products and services.

Pocket Guide to ERIC--This hand reference briefly describes the ERIC System, its services and products, and their use. Free on request

Thesaurus of ERIC Descriptors--This is the master list of ERIC's nearly 10,000 subject headings used in indexing and searching, with complete cross-reference structures and rotated and hierarchical displays. Available from Oryx Press.

ERIC produces other products in addition to the basic tools. They appear in several formats to help you access and use the information in the ERIC collection and database. ERIC Clearinghouses produce individual state-of-the-art reports, interpretive summaries, syntheses, digests, and other publications. Many are available free or for a minimal fee. Contact the Clearinghouse most closely associated with your interest area for its publication list. Systemwide publications are designed to help you understand and use ERIC. Several of these publications also provide information about current education-related issues and research. To order any of the publications described here call ACCESS ERIC toll free at 1-800-USE-ERIC.

Ethics

Code of Ethics of the
American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV. We recognize and respect intellectual property rights.

V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council
June 28, 1995

State of Alaska
Code of Ethics of the Education Profession[1]

COVERAGE. All members of the teaching profession (as defined in AS 14.20.370) are obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission. (Effective 1/30/75, Reg. 53)

Authority: AS 14.20.480

The Commission's office is located at:
344 West Third Avenue, Suite 127
Anchorage, Alaska 99501
Phone: 269-6579 Fax: 269-6580

20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

(a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator:

(1) may not restrain a student from independent action in the student's pursuit of learning or deny the student access to varying points of view without reasonable cause;

(2) may not deliberately suppress or distort subject matter relevant to a student's progress;

(3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;

(4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;

(5) may not expose a student to unnecessary embarrassment or disparagement;

(6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;

(7) may not use professional relationships with students for private advantage or gain;

(8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;

(9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(c) In fulfilling obligations to the public, an educator:

[1] This brochure is reprinted with the permission of the Alaska State Professional Teaching Practices Commission.

(1) may not misrepresent an institution or organization with which the educator is affiliated;
(2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
(3) may not knowingly distort or misrepresent facts concerning educational matters;
(4) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities;
(5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
(6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
(8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) In fulfilling obligations to the profession, an educator:

(1) may not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or personnel evaluation;
(2) shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
(4) may not sexually harass a fellow employee;
(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
(7) may not deliberately misrepresent the educator's or another's professional qualifications;
(8) may not submit fraudulent information on any document in connection with professional activities;
(9) may not knowingly distort an evaluation of the educator's or another's professional performance;
(10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;
(11) may not intentionally file a false or malicious complaint with the commission;
(12) may not seek reprisal against any individual who has filed a complaint, provided testimony, or given other assistance in support of a complaint filed with the commission;
(13) shall cooperate fully and honestly in investigations and hearings of the commission;
(14) may not knowingly withhold or distort information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
(15) may not unlawfully breach a professional employment contract;
(16) shall conduct professional business through appropriate channels;
(17) may not assign tasks to unqualified personnel;
(18) may not continue in or seek professional employment while unfit due to

(A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues;

(B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues.

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150)

Authority: AS 14.20.030(a), AS 14.20.370, AS 14.20.450, AS 14.20.460,AS 14.20.480

20 AAC 10.030. MORAL TURPITUDE. For the purpose of AS 14.20.030(a)(2),

(1) "moral turpitude" means conduct that is wrong in itself even if no statute were to prohibit the conduct; and

(2) a crime involving moral turpitude includes

(A) homicide;
(B) manslaughter;
(C) assault;
(D) stalking;
(E) kidnapping;
(F) sexual assault;
(G) sexual abuse of minor;
(H) unlawful exploitation of a minor;
(I) robbery; witness tampering;
(J) extortion;
(K) coercion;
(L) theft;
(M) burglary;
(N) arson;
(0) criminal mischief;
(P) forgery;
(Q) criminal impersonation;
(R) bribery;
(S) perjury;
(T) unsworn falsification;
(U) interference with official proceedings
(V) witness tampering;
(W) jury tampering;
(X) terroristic threatening
(Y) possession or distribution of child pornography;
(Z) unlawful distribution or possession for distribution of a controlled substance;
(AA) unlawfully furnishing alcohol to a minor. (Eff. 4/8/99, Register *150)*

Authority:

AS 14.20.030
AS 14.20.450
AS 14.20.460

20 AAC **10.900. DEFINITIONS.** In this chapter,

(1) "sexual conduct" includes solicitations for sex; explicit sexual jokes and stories; discussion of the educator's sexual feelings or activities; discussion, outside of a professional teaching or counseling context, of a student's sexual feelings or activities, and "sexual contact" as those terms are defined in AS 11.81.9000). (2) "physical abuse" is an action beyond reasonable discipline that results in an adverse physical effect upon a student.

PTPC Regs (Eff. 4/8/99)

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Revised October 1999

Evaluation of School Library Media Programs

Adapted from a set of guidelines prepared by the Alaska Association of School Librarians. It can be used in self-evaluation of your program and may assist in planning sessions with your administration.

MANAGEMENT/ADMINISTRATION

- ❑ The school library media center has a written library policy that includes a statement of purpose plus long and short range goals.
- ❑ The school library media center has a collection development plan.
- ❑ The school library media center has a plan for implementing technology as it relates to collection management and access to information.
- ❑ The school library media center has a procedure handbook.
- ❑ The school library media center is identified as a budget category in the annual school budget.
- ❑ The school library media specialist or school library media center has professional membership in organizations such as the Alaska Library Association and the Alaska Association of School Librarians, the American Library Association, etc.
- ❑ The school library media center owns a copy of the booklet *Information Power: Building Partnerships for Learning* and has a plan for implementing these guidelines.
- ❑ The school library media center staff actively seeks input from students, staff, parents, and community in regularly evaluating the school library media collection, services, and programs.

PERSONNEL

- ❑ The school library media staff consists of an adequate number of certified library media specialists and other library workers coordinated by a certified district school library media specialist.
- ❑ A school library media staff person is present during all hours of operation.
- ❑ The school library media center has a current job description for each staff position.
- ❑ The school library media center staff is evaluated using an assessment tool designed for library media center workers.
- ❑ The school library media staff is trained in library procedures and service.
- ❑ The school library media staff follows library policies and procedures as outlined in the district library handbook.
- ❑ The school library media staff assists administrators and teachers in developing and implementing the school curriculum.

COLLECTIONS

- ❑ The school library media center collection reflects the principles of intellectual freedom by including information from diverse points of view.
- ❑ The school library media staff uses professional review publications for selection of new materials.
- ❑ The school library media collection is cataloged and systematically arranged according to accepted standards.
- ❑ The school library media center provides an up-to-date public access catalog of all library media center materials.
- ❑ The school library media center has access to the catalogs of other libraries via such tools as LaserCat, FastCat or the Internet.
- ❑ The school library media center includes materials to support the curriculum and promote student interests in a variety of formats including but not limited to: fiction, non fiction, newspapers - local, state, national magazines (suited to student interests and professional staff development), state and local history materials, AV materials in a variety of formats, computer software, bilingual materials, multicultural materials.
- ❑ The school library reference collection includes, but is not limited to, each of the following: dictionaries - abridged and unabridged, encyclopedias (at least one set not over 3 years old), current almanac, world atlas (at least one atlas not over 3 years old), current local telephone book.
- ❑ The school library media collection's size is adequate to serve school population needs.
- ❑ The school library media center has a written selection policy, based on the district level policy or collection development plan, which includes procedures for adding, withdrawing, and reconsidering existing library materials.
- ❑ The school library media center's collection is developed by a certified school library media specialist with student, staff, and community input.
- ❑ The school library media center maintains confidential patron records in accordance with Alaska State Statute.
- ❑ The school library media collection is supplemented by other library media collections and community resources through cooperative networks and interlibrary loan.
- ❑ The school library media collection is inventoried and evaluated on a regular and/or continuing basis.

SCHOOL LIBRARY MEDIA CENTER PROGRAMS

- ❑ The school library media staff offers a variety of programs to motivate reading and library use for all levels of the student population.
- ❑ The school library media staff involves teachers, parents, and community members in library programs.
- ❑ The school library media staff enlists the assistance of student and community volunteers.
- ❑ The school library media staff trains students and teachers on how to independently locate, interpret and use information.
- ❑ The school library media staff works with teachers to integrate library and information skills into daily classroom instruction.
- ❑ The school library media staff monitors student progress in information skills.

SERVICES AND ACCESSIBILITY

- ❑ The school library media center provides free library media service to the entire school population.
- ❑ The school library media center is open for at least the number of hours recommended for the number of students if serves.
- ❑ The school library media center provides access to a dedicated telephone line that can be used for reference work and with a computer and modem to establish online access to information sources.
- ❑ The school library media center's services and programs are coordinated with those of other libraries and agencies.
- ❑ The school library media center maintains a circulation system for keeping track of all materials that are checked out.
- ❑ The school library media center provides community access to the existing school library media collection within the guidelines of the school district.
- ❑ The school library media center provides access to an Internet-capable computer and a FAX machine to facilitate resource sharing and interlibrary loan.
- ❑ The school library media staff actively promotes the use of new materials, equipment, and services.

PUBLIC/COMMUNITY RELATIONS

- ❑ The school library media center uses a variety of public relations techniques to advertise its services to the school and community.

FACILITIES

- ❑ The school library media center has signs designating its location and hours of service.
- ❑ The school library media center is conveniently located to promote easy and frequent access.
- ❑ The school library media center's areas are clearly designated.
- ❑ The school library media center has space and furniture appropriate for use by all its patrons — i.e. books for children on low shelves.
- ❑ The school library media center, if intended to also serve as a community library, has a separate outside entrance and nearby access to restrooms and drinking fountains to allow use of the facility outside school hours.
- ❑ The school library media center has areas for group and individual study, storytelling, and staff work.
- ❑ The school library media center offers an aesthetically pleasing, barrier-free learning environment.
- ❑ The school library media center has adequate space to meet the needs of the number of students it serves.

FUNDING

- ❑ The school library media center collection budget is adequate to serve school population needs.
- ❑ The school library media center budget is prepared with input from the certified school library media specialist.
- ❑ The school library media specialist actively seeks and utilizes additional funding sources whenever possible.

CONTINUING EDUCATION

- ❑ The school library media staff attends library and library-related conferences and workshops.
- ❑ The school library media staff has planning time for district-wide library media staff development.

Evaluation of School Library Media Specialists

In many school districts, library media personnel are evaluated on a standard form developed or adopted for teaching staff. If the library staff is clerical, the standard evaluation form for classified staff is used. Neither of these evaluation tools will reflect a true picture of the operation of a media center. It frequently is a requirement that a standard form be used, but a librarian-specific form can sometimes be substituted if administration and library staff agree. In other cases, you may wish to ask that your principal use a library-oriented checklist as well as the standard document of your district.

Although it may sound odd to request double evaluations, you can gain a great deal from the additional attention to your program. Your evaluator will be looking at the parts of your program which are unique and which you wish to bring to his or her attention.

The evaluation of library staff should be based on criteria specifically related to the library job. The example on the back of this page has been used to evaluate librarians in the Bering Strait School District. The second example is used in the public schools of Brunswick County, VA. These evaluation tools may be used as a starting point when developing an evaluation tool specific to your school library position.

BERING STRAIT SCHOOL DISTRICT
MEDIA SPECIALIST EVALUATION[1]

Teacher_____**School**_____**Date**_____

Key (1) Exemplary: Performance is beyond states criteria and exceeds what is reasonably expected.
(2) Effective: The performance criteria are met.
*(3) Needs Improv: Performance is generally below the criteria of what is expected.
*(4) Unsatisfactory: Performance does not meet district Criteria.
(Note*: Items 3 and 4 require a written plan for improvement).

Performance Criteria

Part I Instruction	1	2	3	4
1. Instructs individuals and groups in library skills and methods of research				
2. Provides reference services to students, staff and administration				
3. Plans learning activities with professional staff				
4. Plans and organizes in-service training (for staff and administration)				
5. Serves as a consultant on instructional materials to staff and administration				
6. Provides a functional and attractive media center				
7. Publicizes new services, acquisitions and media events				
8. Adapts available resources to the curriculum				
Part II Management				
1. Develops and implements goals and policies of the media center				
2. Keeps administrators aware of the needs of the media center through reports and budget re				
3. Organizes materials and equipment for ease of accessibility and circulation				
4. Cooperates with students, staff and administration				
5. Maintains good public relations				
6. Makes use of networking				
7. Selects and purchases materials and equipment				
8. Effectively supervises and uses the Media Secretary				
Part III Parent/Community Relationships				
1. Utilizes community services and resources				
2. Is tolerant and understanding of village lifestyles				
3. Maintains positive community relationships				
4. Participates in community functions and activities				
5. Willingly learns to deal with the local community and its needs				
Part IV Personal Characteristics/General School Service				
1. Demonstrates emotional stability, self control and good judgement				
2. Is self-reliant, yet flexible/able to adapt to the village setting				
3. Is open minded and accepting of cultural differences				
4. Shows patience, tact and consideration for others				
5. Spends the time necessary to do the job				
6. Willingly works with and shares with others				
7. Is accurate and prompt with required reports and duties				
8. Demonstrates a professional and ethical attitude				
9. Contributes and shares in co-curricular activities				
10. Understands the need for personal/professional growth, self-renewal and recreation				
11. Maintains adequate health and work attendance				
12. Shows enthusiasm for the profession				

[1] Supplied by Roz Goodman, previous District Media Coordinator, Bering Straits School District.

Evaluation Criteria (to be used in completing Instructional Observation Instrument)[2]

I. Management Skills

A. Selects and acquires materials and equipment which are appropriate for the curriculum, students, and teachers
   1. Prepares an annual budget
   2. Keeps an accurate record of expenditures, circulation, purchase orders, and other records
   3. Prepares state, district, and school reports
   4. Informs the faculty of new materials in their subject areas and of other services available
   5. Involves teachers and students in the selection of new materials by requesting suggestions for items that meet curricular, informational, and recreational needs
   6. Provides materials for the technical and academic needs of all students
   7. Prepares bibliographies or lists of materials as needed
   8. Administers resource sharing and interlibrary loans
   9. Maintains the materials collection in a well organized manner

B. Processes and prepares materials and equipment for use
   1. Inventories, classifies, and catalogues educational media
   2. Arranges materials for maximum accessibility
   3. Develops appropriate circulation procedures

C. Plans and organizes library media program
   1. Establishes efficient routines by organizing operations and scheduling procedures
   2. Establishes library media center regulations and communicates them to students and faculty
   3. Promotes accessibility

D. Shows responsibility for the proper care of library materials and furnishings
   1. Supervises the use of school and library media center equipment and materials
   2. Conducts an inventory of materials and equipment to ensure accurate records
   3. Instills respect for school property, library materials, and needs of others

E. Supervises staff (volunteers, student aides, etc.)

II. Instructional Practices

A. Demonstrates an understanding of the curriculum and related materials
   1. Communicates a knowledge and understanding of related materials to students and teachers
   2. Increases knowledge of available materials and procedures which will enrich and supplement the curriculum
   3. Participates in committees involved in curriculum revision and adoption and implementation of standards of learning
   4. Keeps current about methods of student assessment and the results

B. Teaches and encourages effective use of media to faculty and students; provides leadership in the use of technology
   1. Provides instruction and encourage the use of materials, equipment, and technology

[2] Source: Courtesy of Brunswick County (Virginia) Public Schools.

2. Plans with teachers for the effective use of media
3. Plans with administrators, teachers, and students for the improvement of media collection services and programs

C. Helps students develop good study habits and information retrieval skills
1. Provides supervision to maintain an atmosphere conducive to study
2. Acts as a teaching partner in the accomplishment of identified learning objectives and expands classroom assignments into the library media center
3. Integrates research skills into content areas
4. Motivates students to use the library media center
5. Instructs teachers and students in location skills and the independent use of information sources, computers, and networks

D. Coordinates the library program to support the educational goals of the school
1. Works closely with teachers and administrators to provide services and materials that are appropriate to the needs of students
2. Provides a program which meets the curriculum and recreational reading needs of the students
3. Conducts on-going assessments of the library media center program
4. Maintains a schedule which is flexible
5. Provides classroom instruction in the use of the library media center materials in partnership with the teacher
6. Provides materials which reflect a diversified society
7. Shares with students and the school community the joy of reading

III. Professional Practices

A. Plans for and engages in professional development
B. Demonstrates initiative to make contributions to the operation of the total school program
C. Demonstrates positive interpersonal relationships with students, coworkers, and administrators
D. Works collaboratively and interactively with faculty on uses and availability of resources
E. Administers the library and library programs, such as events and activities, promoting reading and literature
F. Accepts and implements constructive suggestions
G. Works cooperatively with community resource persons and other libraries to enhance services
H. Responds to all parental inquiries and initiates parental contact when appropriate
I. Promotes positive community relations

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Facilities

Planning for New and Renovated Libraries

There are three main reasons for embarking on a facility project:

- Growth of the school population or collection so that more room is necessary.
- Additional services are needed that require modernized facilities.
- A new building is proposed and a library is part of the construction.

When you are faced with the prospect of planning a new or remodeled facility, take time to look at the library program with fresh eyes. Don't be tempted to create the new library program to fit the mold of the older facility. Instead, work with key people from your staff and community to envision what you, your students, staff, and community want your library to look like and be able to do for students in future years.

Some major considerations are:

Flexibility – consider flexibility when planning walls, the furniture, the lighting, and the technology infrastructure. For instance, planning a recessed story area may look nice and be just what you want right now, but recessed flooring will limit you if you are called upon to redesign the use of floor space in the future. The same would be true of built-in furniture such as a circulation desk or display area.

Curricular changes – plan for curricular change and try to accommodate a wide variety of teaching styles. Accommodating both large and small groups and cooperative versus independent learning experiences is important.

Expandability – facilities need to be designed with an eye toward a potential increase in size and function, especially in the area of technology. It appears that computers and peripheral devices will be relied upon increasingly in future libraries. Planning for an increased need for and number of computer stations is recommended. Placing the library facility along an outside wall allows for physical expansion should that prove necessary in the future. Planning and allowing room for future shelving is also advisable.

Security – if the facility will be open to the community, after hours security needs to be considered.

The success of your project is dependent upon the early involvement of key school and community representatives working with the architect or facilities manager. Also needed is a concerted effort to consider all the possibilities before determining the final plan.

The following information is taken from *The Indispensable Librarian: Surviving (and Thriving) in School Media Centers in the Information Age* with permission granted by Doug Johnson and Linworth Publishing.

General rules for planning[1]

1. Use a steering committee with a range of stakeholders to help answer these questions. Visit other new school media centers and ask "what's right" and "what's wrong."

2. Involve the architect as early as possible. A good one will be asking *you* these questions anyway. Rather than supplying him/her with a layout or floor plan, be able to describe the activities that will take place in the media center, the kinds and quantities of resources you have or will have, and how many people you serve. Share your media center's philosophy, mission, and goals statements.

3. Look ahead, but don't design for technology that does not yet exist. Our students in one school who have been using the wire network for four years would still be waiting for the "wireless" solution one planner suggested.

4. Remember that older technologies are rarely replaced by new technologies. The book, the radio, the motion picture, the television, the CD-ROM, and the Internet all currently provide people with information, and all will probably continue to do so into the foreseeable future.

5. Learn to read the architects' plans and double and triple check the location of data, electricity, phone lines, and light switches. Walk through a typical day using the floor plan. Are you having to wheel " carts through the reading area? Are there unsupervisable blind spots? Will you have to walk a long distance to answer a reference question?

Questions for the Planning Committee

1. How will the new facility be used and by whom? How many students and classes should be able to work in the media center at one time? Will future classrooms make more or less demand on media center resources? (Remember that media centers with too much seating, tend to become study halls, test centers, or dumping grounds.)

2. What kinds of things will students be doing in the media center? What major projects or activities will require media center resources?

3. What areas of the school should the media center be near, and what areas should it be distant from?

4. How will the media center be staffed? How will the area be supervised?

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[1] Johnson, Doug. *The Indispensable Librarian: Surviving (and Thriving) in School Media Centers in the Information Age*. Worthington, OH: Linworth, 1997.

5. Will the resources (books, computers, magazines) be made available to the public after school hours? Will the rest of the building be accessible as well, or does the media center need to "stand alone" in regard to bathrooms, drinking fountains, and climate control? Does there need to be an outside entrance with parking nearby?

6. Can other departments, programs, or public agencies share the new area? (ie. gifted and talented programs a study center, community access television station)

7. Should the computer labs have a lecture or lab type design?

8. Decide what things are vital in your requests, and which things would just be nice to have. Pick your fights.

Questions for the Architect

1. Does the media center allow for different kinds of student use - individual, small group, and large group? Are all forms of information access and communication provided for, including print, audio-visual, video, and computerized? Is at least one of the building's general use computer labs a part of the media center?

2. Does the design eliminate any areas which cannot be seen from a single location? Is the media center on a single floor? Is shelving along the perimeter, not over 30" high or otherwise easily supervisable?

3. Do the traffic patterns make sense? Are the circulation areas and the computer lab(s) near the entrance? Is equipment storage near a hallway?

4. Are new technologies being accommodated? Is there an area for the network wiring closet, work area for file server maintenance, and video head end which is easily accessed by the media specialist? Have conduit and cable been put in place even if the money for wiring is not yet available?

5. Have acoustical considerations been made? Do the ceiling tiles and flooring have sound dampening properties? Does the design allow for windows to the computer labs, conference rooms, AV, or multimedia production areas for visual control, but sound containment?

6. Is the lighting adequate and non-glare? Are the light diffusers adequate? Is there a natural light source which will not fade the carpet or materials or wash out computer screens? Are there presentation areas that can be darkened? Are the light switches in a single bank in a controlled area? Is there a "night light' near the door so the media specialist isn't at hazard getting to the light switch bank?

7. Has consideration been given to the aesthetic qualities of the area? Are colors coordinated, is there visual interest, a variety of textures, and warmth? Are there display areas for student work and new materials near the high traffic areas?

8. Have security issues been discussed? Can some parts of the media center be restricted from student and/or public use? Can computer labs be locked? Are student entrance points easily monitored? Could a security system be installed if needed?

9. In addition to large labs, are there areas for individuals and smaller groups of students to use computers and do research or complete multimedia projects? Are the following technologies made available for students and teachers?

scanners	microphones
video cameras	CD-ROM drives
video editors	Internet access
digital cameras	graphics pads or tablets

10. Are there conditioned electrical outlets, video cable, and data drops throughout the area? Can a 10' x 10" electrical and data floor grid be installed for maximum room use flexibility? Do all walls have data, video and cable drops? Where monitors are ceiling mounted, are video and electrical outlets near the ceiling?

11. Is there a "wall to the future" if additional space is one day needed?

12 Are all areas and resources accessible by the physically challenged? Are all ADA requirements met?

13. Does the media center have a work area for teachers?

14. Is there sufficient space to house an adequate print collection? Does the shelving have backs, is it height-appropriate for the age of the student user, and can it hold multimedia boxes? Is there a periodicals area? A story area in elementary libraries?

15. Is the furniture of high quality? Does it have a matte finish to reduce glare and eye strain? Does it resist scratching and marring? Are upholstered chairs provided for reading and studying, as well as tables for planning and writing?

16. What atmosphere are you trying to create? How do you want the user of the library to feel when entering?

17. Does the media center have:
    - an office or semiprivate work area for the media specialist
    - a book drop accessible when the media center is closed
    - a coat closet for employees
    - a sink?

[Change can be stressful. To make your new or newly designed facility the best it can be, while undergoing the least amount of personal stress, be sure to talk to the experts and do your homework ahead of time. Then, relax and enjoy the transformation.]

Filing Rules

General rules for filing in a small dictionary-style (alphabetical order) catalog are included followed by examples for filing. The bold letters and numbers in the examples indicate the location where a filing rule was applied.

1. File by the top line of the catalog card. Ignore the articles "a", "an", or "the" when appearing as the FIRST word of a line (but include them if they come later in the line).

2. File cards on which the top line begins with numbers, either expressed in digits or in another form of numbers, before cards beginning with letters, and sequence them according to their numerical value.

   Examples:

   1, 2, buckle my shoe

   1 brief shining moment

   The **1st** International Conference...

   2nd Soviet-Swedish Symposium

   XIIth annual report

   20 Landscape painters

   20th Century

   1001 pitfalls

   1,001 **v**aluable things

   1800-1850, Americans move westward

   $3,650,000 general obligation bonds

   200,000,000 guinea pigs

3. Letters (A-Z) follow numerals and are sequenced according to the English alphabet (a, b, c, d, etc.), except ignore the article "a", "an", or "the" when (and only when) it is the first word of a line. Upper case (capital letters) and lower case letters (small letters) have equal filing value.
   Articles, a, an, the, **when within** a title or phrase are used in filing. For example, in *Managing the School Library*, "the" is used in filing.

   Examples:

   A to Z

   The **Al**manac of world military power

   An **Ap**ple a day

   An **Ap**ple can cure you

   Dogs, dogs, dogs

   Games for everyone

   The **H**otel guide

4. File word by word with shorter words before longer (if they have the same sequence of letters), and letter by letter within the word.

Examples:

I see a song	NEW YORK
The **Idea** of America	New York**er**
Ideal**ism**	NEW **Z**EALAND
Ideal**s**	New**berry**, William
In Vogue	Newbery and Caldecott Award
Income	**NEWS**PAPER DESIGN

(A helpful phrase to remember: "Nothing [a blank] comes before something [a letter]).

5. Initials separated by punctuation are filed as separate words. Abbreviations without interior punctuation are filed as single whole words in alphabetical order; for example, "U.S." is filed as two separate words, while "IBM" is filed as one. (Periods = space)

Examples:

A. A. Milne
A-Apple pie
A.I.D. research
A.K.C.'s world
Aaker, David
The **abbreviation** citation
ABC Afterschool specials

6. Numbers expressed as words are filed alphabetically.

Example:
"One hundred" is filed with the letter "O".

7. Ignore most punctuation by treating it as a space (under ALA rules). The symbol "&" should be treated as the word "and" .

Examples:

A, the apple	(the comma is treated as a space)
A & B forever	(Treat like "A and B together")

8. When one author has written several books, file alphabetically by title.

Example:
Asimov, Isaac
ABC's of the ocean
Before the golden age
Earth: our crowded spaceship

9. Names and abbreviations are filed as written regardless of how they are pronounced or how similar to other forms of the name.

Examples:

Braun	**Macauly**, George
Brown	**MacGregor**, Ellen
Brownn	**Matusow**, Allen J.
Doctor Jones	**McCallon**
Doctoring Dogs	The McCall**'s** Book
Dr. Adams	**Mead**, Margaret

10. Forenames used by several people follow the alphabetic arrangement, if possible, followed by a descriptive phrase, which is filed alphabetically. For royalty, numerals are chronological, earliest first.

Examples:

GEORGE III, KING OF GREAT BRITAIN, 1738-1820.
George, Alan.
Henry!
HENRY II. KING OF ENGLAND, 1133-1189.
Henry **3**
HENRY IV. KING OF ENGLAND, 1367-1413--DRAMA.
HENRY IV. KING OF **FRANCE**, 1553-1610.
HENRY V. KING OF ENGLAND, 1387-1422.
HENRY VIII. KING OF ENGLAND, 1491-1547.
Henry **A.** Wallace.
Henry **Adams**.
Henry **and** Beezus
HENRY, CHARLES, 1859-1906.
Henry, Charles **Eugene**, 1835-1906.
Henry, **Will,** 1912- .

11. File works by an author before works about the author (author as a subject).

Examples:

Blume, Judy	(author)
BLUME, JUDY	(subject, note ***capital letters***)
BLUME, JUDY--BIOGRAPHY	(subject)

12. Subject subdivisions are filed straight through alphabetically using ALA rules.

Examples:

CHILDREN
CHILDREN--**AFRICA**
CHILDREN--**ALCOHOL USE**
CHILDREN AND DEATH
CHILDREN **(CHRISTIAN THEOLOGY)**
CHILDREN, **DEAF**
CHILDREN--**SURGERY**
CHILDREN--**UNITED STATES**
CHILDREN, **VAGRANT**

13. In ALA, when the access points (top line on card) are identical, file in this order:

a. References to main entries (authors or titles) [**References** are *see also* cards]
b. Main entries (authors or titles)
c. References to subjects
d. Subjects

Examples:

AMERICAN LITERATURE--**AD**DRESSES, ESSAYS, LECTURES
AMERICAN LITERATURE--**AF**RO-AMERICAN AUTHORS
American literature **co**llection **See also** U.S. literature collection (title reference)
American literature collection **(title)**
AMERICAN LITERATURE COLLECTION **(Subject)**
AMERICAN LITERATURE--STUDY AND TEACHING

London Symphony Orchestra See also LSO
London Symphony Orchestra
LONDON SYSMPHONY ORCHESTRA

14. Period subdivisions in the form of "TO (date)" precede all other dates in the chronological sequence. (The beginning date is the cue to filing, rather than the ending).

Examples:
EGYPT--HISTORY--TO 640 A.D.
EGYPT--HISTORY--420-1150.

15. Period subdivisions are arranged in chronological sequence, even when the dates do not appear.

Examples:
FRANCE--HISTORY--CAROLINGEN ERA, 1380-1422.
FRANCE--HISTORY--16th CENTURY. (*1500's*)

16. Terms of honor (Dame, Lady, Lord, Sir) and terms of address (e.g. Mrs.) which precede a first name are filed as though they follow the forename.

Examples:

REYNOLDS, JOHN HAMILTON, 1794-1852.
REYNOLDS, JOSEPH JONES.
REYNOLDS, SIR **JOSH**UA, 1723-1792.
REYNOLDS, RALPH, 1782-1857.

Dictionary Catalog Filing Examples

Alaska
ALASKA
Alaska accident statistics
Alaska. Agriculture Experiment Stations
ALASKA--ANTIQUITIES
ALASKA--BIOGRAPHY
ALASKA--BIOGRAPHY--DIRECTORIES
Alaska. Dept. of Administration
Alaska. Dept of Fish and Game
ALASKA. DEPT. OF FISH AND GAME--DIRECTORIES
ALASKA--DESCRIPTION AND TRAVEL--1896-1959
Alaska native languages
ALASKA--POETRY
ALASKA RAILROAD
Alaska statehood
Alaska, the 49th state
Alaska : the big land
An Alaskan reader
The Alaskans
Alaska's flag
The Children
CHILDREN
Children : a pictorial archive
CHILDREN, ADOPTED
CHILDREN--AFRICA
CHILDREN AS ACTORS
CHILDREN (INTERNATIONAL LAW)
Children; poems and prose
CHILDREN--UNITED STATES
CHILDREN, VAGRANT
CHILDREN--WRITING
DDT (INSECTICIDE)
De Bary
De La Mare
De Laguna
The Decline
Del Mar
DeLany
Des Moines (Iowa)
Design
Fairbank, Thomas John
Fairbanks, a city historic building survey
Fairbanks (Alaska)
FAIRBANKS (ALASKA)
FAIRBANKS (ALASKA)--BIOGRAPHY
Fairbanks, Alaska. City Hall
FAIRBANKS (ALASKA)--FAIRS
Fairbanks, Charles
Fairbanks, Commercial Club
Fairbanks. Crisis Line
FAIRBANKS, DOUGLAS, 1883-1939
FAIRBANKS, DOUGLAS, 1883-1939--
PORTRAITS, ETC.
FAIRBANKS, DOUGLAS, 1909-
Fairbanks flood disaster
Fairbanks, golden heart city
Fairbanks: golden heart of Alaska
Fairbanks, Virgil F., 1930-
Fairy tales from Viet Nam
FAIRY TALES--GERMANY
FAIRY TALES IN LITERATURE

FAIRY TALES--NORWAY
George; an early autobiography
George and Anna
GEORGE, FORT (ONT.)
GEORGE, LAKE, ALASKA
GEORGE, LAKE---HISTORY
INDIAN BASKETS--NORTH AMERICA
INDIAN PONIES
INDIANS OF NORTH AMERICA--BOATS
INDIANS OF NORTH AMERICA--CALIFORNIA
INDIANS OF NORTH AMERICA--DANCES
INDIANS OF NORTH AMERICA--LANGUAGES
INDIANS OF NORTH AMERICA--TRIBAL GOVERNMENT
INDIANS OF NORTH AMERICA--UTAH
INDIANS OF NORTH AMERICA--WEST (U.S.)
INDIANS OF NORTH AMERICA—WOOD-CARVING
Indians of Puget Sound
INDIANS OF SOUTH AMERICA
Indians of the North Pacific Coast
MacGregor, George
Machinery
McCallon, Edward
Mister Billy's gun
MIT Press
Model cars
Mr. Blue
Mrs. Mike
Ms. The decade of women
The Mudlark
NEW YORK. ACTORS STUDIO
NEW YORK. City College
NEW YORK (N.Y.)--BUILDINGS
NEW YORK (STATE)--ANTIQUITIES
NEWSPAPER PUBLISHING
Norton, Andre
    At swords' points
    Galactic derelict
    Steel magic
NORTON, ANDRE--BIBLIOGRAPHY
NORTON BAY
NORTON FAMILY
Norton Sound Health Corporation
NORTON SOUND REGION (ALASKA)
NORTON, WILLIAM
U.S.A. oil industry directory. 1970-
The U.S. Air Force
The U.S.S.R. TODAY
U.S. scientists
United Press Associations
UNITED STATES--AIR DEFENSES
UNITED STATES--HISTORY
UNITED STATES--HISTORY--COLONIAL PERIOD, CA. 1600-1775
UNITED STATES--HISTORY--QUEEN ANNE'S WAR, 1702-1713
UNITED STATES--HISTORY--REVOLUTION, 1732-1799
UNITED STATES--HISTORY--FRENCH AND INDIAN WAR, 1755-1763
UNITED STATES--HISTORY--REVOLUTION, 1775-1783
UNITED STATES--HISTORY--1783-1865
UNITED STATES--HISTORY--1809-1817
UNITED STATES--HISTORY--WAR OF 1812
UNITED STATES--HISTORY--CIVIL WAR, 1861-1865
UNITED STATES--HISTORY--1865-1900
UNITED STATES--HISTORY--20th CENTURY
UNITED STATES--HISTORY--1901-1953

Filtering[1]

It's every school technology coordinator's bad dream: A young student sits down in front of a networked classroom PC to do some research for a class assignment about the presidency. Opening a web browser to go to the White House web site, she types www.whitehouse.com, unaware that the web site housed at 1600 Pennsylvania Ave. exists in the .gov -- not .com -- domain. The mistake is minor, but what happens next isn't: This student's online field trip to the Oval Office is about to be rudely hijacked to a commercial pornography site featuring graphic photos of sex acts on its front page.

The anecdote might be hypothetical, but the "White House" porn site is real. Vendors of Internet filtering and blocking software are fond of telling this story because it illustrates how easily children can be inadvertently exposed to online pornography. In declaring the Communications Decency Act unconstitutional last June, the U.S. Supreme Court placed the onus on schools to shield students from online indecency, and makers of so-called censorware have been quick to respond.

Their solution is simple: Buy our software, and your students will be safeguarded from exposure to pornography, hate speech, violent imagery, and other inappropriate content on the Internet.

But vocal opponents of censorware see a different picture. They see schools abdicating their supervisory role to software companies that are ill-equipped to discern which sites are educationally appropriate and -- in some cases -- are motivated by conservative agendas to block students from liberal points of view. In addition to blocking access to a great deal of educationally valuable information, critics say, censorware products provide no guarantee against porn or other truly objectionable material because the vendors can't hope to keep tabs on a web that -- by some estimates -- doubles in size every six months.

In the midst of the spirited debate over the use of censorware, however, one consensus among school technology leaders emerges: Schools should consider their goals and options carefully and conduct hands-on evaluations of several competing products before making a judgment about whether -- or how -- to filter Internet access for students.

How filters work

Censorware products typically use a combination of several filtering and blocking strategies, and school officials can often choose which of these strategies to enable or disable. The most unsophisticated weapon is keyword blocking, which compares the text of web pages and other Internet content against a list of undesirable words and then either removes the words or blocks the offending page altogether.

The simplicity of the keyword blocking approach can easily lead to cases of mistaken identity, though. On the lookout for words such as "XXX," "sex," and "dykes," censorware products have blocked web pages such as those for Superbowl XXX, Mars Explorer, and the University of Kansas Medical Center's Archie R. Dykes Library, to name just three examples.

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[1] Written by Lars Kongshem, associate editor, for the January 1998 issue of Electronic School, copyright © 1998. Reproduced with permission. National School Boards Association. All rights reserved.

One product, CYBERsitter, yanks offending words from web pages without providing a clue to the reader that the text has been altered. The mangled text that results from this intervention might change the meaning and intent of a sentence dramatically. For example, because "homosexual" is in the list of CYBERsitter's forbidden words, the sentence, "The Catholic church is opposed to all homosexual marriages" appears to the user as, "The Catholic church is opposed to all marriages." (Brian Milburn, CEO of Solid Oak Software, the maker of CYBERsitter, declined to talk to Electronic School for this story.)

A more sophisticated approach, used by many vendors, is to block individual web pages by specific URLs. Typically, vendors use automated web crawlers to search for suspicious pages. Human reviewers then look at each page in turn and rate it accordingly. For example, Cyber Patrol, a popular product that also licenses its database to several other vendors, rates sites according to the following categories: violence/profanity, partial nudity, full nudity, sexual acts, gross depictions, intolerance, satanic or cult, drugs and drug culture, militant/extremist, sex education, questionable/illegal and gambling, and alcohol and tobacco.

Most vendors allow schools to pick and choose which categories they wish to block, but none permit educators to view the full list of blocked sites, which vendors encrypt to prevent misappropriation by competitors or students. Schools have no way of knowing whether a particular site is blocked -- or why -- without trying a site and seeing what happens. This is an important limitation, many educators say, because vendors often incorrectly categorize sites.

"We have about a dozen people looking for sites," says Susan Getgood of Microsystems Software, the maker of Cyber Patrol. As is typical for the industry, Microsystems Software does not require that its site raters have backgrounds in library science, but they must be either a parent or a teacher, Getgood says. With the aid of automated web crawlers, it's "highly doable" for Cyber Patrol to keep track of bad sites, she says. "But no site is added to the list unless it has been viewed by a human being," Getgood adds.

Yet at the time this was written, Electronic School discovered by simple trial and error that Cyber Patrol blocked access to the "Educators' Home Page for Tobacco Use Prevention" on a web site run by the Maryland Department of Health and Mental Hygiene's Local and Family Health Administration. On the other hand, Cyber Patrol allowed access to a web site called "How to Tell Right From Wrong," featuring half a dozen graphic photos of aborted fetuses -- presumably because the Cyber Patrol reviewers were unaware of the page's existence.

Critics argue that these twin drawbacks are inherent flaws in censorware products: Some sites that should be accessible get blocked, and some sites that should be blocked manage to slip through. Vendors respond that schools can add to or delete from the list of blocked sites as they see fit or as need arises. But some educators wonder whether a student is likely to ask a teacher to unblock a site that deals with a personally sensitive issue such as teen pregnancy, abuse, homosexuality, or sexually transmitted disease. Indeed, students might not realize that such sites exist.

Rating systems

Ratings are another approach to blocking. The Platform for Internet Content Selection (PICS) protocol, which has been adopted by Microsoft's Internet Explorer web browser and will likely be adopted by Netscape Navigator as well, has enabled several rating systems. The RSACi rating system (developed by the Recreational Software Advisory Council) and the SafeSurf

rating system depend on Internet publishers to rate their own web pages, while the Net Shepherd rating system is based on ratings by third parties.

PICS is unlikely to be a realistic solution for schools anytime soon, though, as only a small proportion of web sites have been rated so far. Critics say the self-rating systems lack incentive, take too much time and effort, and are not applicable to many sites. Even the White House, which promotes web ratings as a means to protect children, had not rated their own site as this article was written. The MSNBC news site recently abandoned an attempt at self-rating as unworkable.

Third-party rating systems have problems, too, because any system that depends on strangers to apply subjective ratings to a vast universe of web pages runs the risk of being out of touch with local community norms. When Electronic School performed a sample search for the word "breast" using an online demo of the Net Shepherd product, three of the hits were links to photos of nude breasts.

"It would appear that the opinion of the person who reviewed the site is that these images are not offensive to them," said Ron Warris, vice president of technology for Net Shepherd, Inc., when told of this result. Warris added that he would have the pages rerated.

"You have to settle for an approximate match" when relying on a third-party rating system, says Paul Resnick, an associate professor at the University of Michigan's School of Information and the chairman of the PICS working group at the World Wide Web Consortium, the MIT-based organization that authored the PICS standard. "That is the nature of relying on someone else's judgement about material."

Installing censorware

Censorware can be installed in several ways. Client-based censorware is designed to be installed and configured on each computer for which Internet access is to be restricted. Periodic updates of the list of blocked sites must be downloaded manually to each computer, which can quickly become a large administrative task. (Some client-based products do allow updates to be performed over a local-area network, however.)

For schools or districts with a large installed base of networked computers, proxy server-based products can be a more manageable and technically sophisticated solution. In this configuration, the blocking takes place on a special server that is located "upstream" from the classroom computers on the school network and that updates itself automatically from the vendor's online database of blocked sites. A proxy server also has the added benefit of speeding up access times by storing frequently accessed pages in a cache memory.

Using proxy-based filtering in combination with a network operating system that assigns each user a logon ID and password, such as Windows NT Server, schools can set up different filtering criteria for different groups of students. This solution can go a long way toward age-appropriate filtering, for example by allowing only high school students to access sites that have been placed by the filtering vendor in the "safe sex" category.

But the proxy server solution has drawbacks, too: Each computer's web browser must be manually configured to direct its requests through the proxy server, a time-consuming task when there are a large number of networked computers to set up. And wily students might be able to route their browsers around the proxy server. To prevent this, some school districts use a firewall in combination with a proxy server. A firewall -- a hardware or software filter that

guards the intersection of the school's network and the Internet -- can be configured to disallow any traffic that does not pass through the proxy server. This solution also provides the side benefit of protection against hacker intrusion from the outside.

To block or not to block

How many school districts are using Internet filtering and blocking software? Exact figures are hard to come by, but in a recent poll of 295 teachers, technology directors, school board members, and other educators attending the national Technology+Learning conference, 51 percent said they were currently using censorware for all or some students in their district.

Not surprisingly, educators are divided on the efficacy and appropriateness of the use of Internet blocking and filtering software in schools.

"Using a computer that had Surfwatch installed on it, I was able to download information on how to build a bomb, how to contact a satanic cult, how to sabotage various systems within a building, read up on neo-Nazi propaganda, and learn how to commit crimes using cellular telephones," says Bill Lowenburg, a librarian and technology trainer in the Stroudsburg (Pa.) Area School District. "On the other hand, I was not able to access the English Server at Carnegie Mellon University, because it apparently had 'objectionable' content on it."

Yet many school technology coordinators argue that the inexact science of Internet filtering and blocking is a reasonable trade-off for greater peace of mind. Given the political reality in many school districts, they say, the choice often comes down to censorware or no Internet access at all.

"It would be politically disastrous for us not to filter," says Joe Hill, supervisor of math and technology at the Rockingham County (Va.) Public Schools. "All the good network infrastructure we've installed would come down with the first instance of an elementary school student accessing some of the absolutely raunchy sites out there. Parents trust that schools are safe sites for their children in all ways, and that includes the Internet. It is much better to err on the side of caution in blocking sites."

Kerry Day, technology specialist for the North Sanpete School District in Mount Pleasant, Utah, agrees.

"A conservative group called the Eagle Forum recently tried to persuade the state legislature to cut off all Internet access to public schools," Day says. Although that effort was not successful, he says, "it wouldn't take too many incidents for them to have enough ammunition to succeed."

Politics aside, schools and communities need to carefully consider all their options when making decisions about implementing censorware, says Karen Schneider, a government librarian and library-press columnist. Last year, Schneider headed up The Internet Filter Assessment Project (TIFAP), a six-month-long evaluation of more than a dozen censorware products by a group of librarians scattered across the Internet. The TIFAP study -- which provided the basis for Schneider's newly released book, A Practical Guide to Internet Filters -- concluded that filters hamper legitimate information gathering unless administrators disable keyword blocking and all blocking categories except for those that cover pornographic sites.

"I try to tell people, 'Slow down and think carefully about the impact of what you're doing," Schneider says. "Give these tools as much scrutiny as you would any other purchase,

because they do affect what information is available. And if you're looking for guarantees -- there are none."

Whose agenda?

The concept of local control of curriculum through the process of neighborhood citizens serving on school boards is a long-standing and cherished tradition in American public education. But many argue that with censorware in place, school districts give up ultimate control of what students can and can't see.

"The problem with filtering is that you let one group or organization set your agenda," says Carol Simpson, a library technology administrator in the Mesquite, Texas, public schools. "When filters block animal-rights sites because of 'gross depictions' but not antiabortion sites for the same reason, we're not dealing with a pornography filter, we're dealing with a political filter. I tell people, 'Do you want some software company in San Francisco deciding what your kids can see?'"

The program that has come under the most fire from free-speech advocates over the past year is CYBERsitter, which blocks the sites for the National Organization for Women as well as the Gay & Lesbian Alliance Against Defamation. Until recently, the program also blocked the web site of a teen anticensorship group called Peacefire, which is critical of CYBERsitter's blocking policies.

Peacefire's webmaster, Benjamin Jenkins, is a 17-year-old senior at Community High School in Ann Arbor, Mich. The school is involved in a project with the University of Michigan to develop "a new way of teaching science, which includes computer technology highly integrated into the curriculum," Jenkins says. As a sophomore, Jenkins was hired by the university to maintain the computers and network involved in the program. Internet use at the school has successfully relied on education and enforcement of an Acceptable Use Policy, Jenkins says: "Students are informed of the tentative nature of our connection to the Internet--they respect that, and behave responsibly online.

"We have always felt that filtering software is not only ineffective, but also a violation of the trust between students and staff," Jenkins adds. "Unfortunately, most of the censorware companies block anything controversial, not just pornography. I find it very discouraging that this includes information like suicide prevention, safe sex, and gay youth resources."

Indeed, it is at the high school level that the most serious free-speech issues arise over the use of censorware, says Ann Beeson, a national staff attorney for the American Civil Liberties Union. As counsel for plaintiffs in ACLU v. Reno, Beeson was a primary architect of the landmark case in which the Supreme Court last year declared the federal Communications Decency Act unconstitutional.

"The basic problem is that the filters aren't perfect and they tend to overblock," Beeson says. Although the extent to which students have First Amendment rights is not clear, Beeson says, older minors have a more clearly defined need for information on topics such as safer sex, AIDS, and gay and lesbian issues. And even if the use of censorware doesn't put a school in a worse position legally, Beeson says, it does create a false sense of security.

"As a practical matter, schools are not worse off for trying to screen," agrees Jonathan D. Wallace, a New York-based attorney and software executive and author of the book Sex, Laws and Cyberspace. "But the single most important thing is that filtering software is a placebo.

These issues can be handled perfectly by a teacher standing in the classroom, seeing what's on the screen. It's complete self-deception to think we can make a software program that can make these kinds of decisions for us."

And as for the hypothetical case of the student who mistakenly ends up at the "White House" porn site? Carol Simpson puts it this way: "That's what the 'Back' button on the web browser is for."

By Lars Kongshem

Lars Kongshem is an associate editor and webmaster of Electronic School and The American School Board Journal.

INTERNET FILTERING, BLOCKING, AND MONITORING PRODUCTS

Access Management Engine. Bascom Global Internet Services, Inc.
BESS Internet Filtering Service. N2H2, Inc.
BorderManager. Novell, Inc.
ChoiceNet. Livingston Enterprises, Inc.
Cyber Patrol. Microsystems Software, Inc.
Cyber Sentinel. Security Software Systems, Inc.
CYBERsitter. Solid Oak Software, Inc.
Cyber Snoop. Pearl Software, Inc.
Disk Tracy. WatchSoft, Inc.
EdView. EdView, Inc.
Elron Internet Manager. Elron Software, Inc.
GuardiaNet. Landmark Community Interests, LLC.
I-Gear. Unified Research Laboratories, Inc.
InterGate. Internet Products, Inc.
Internet WatchDog Algorithm, Inc.
The Library Channel. vImpact, Inc.
Library Safe Internet System. NetFilter Technologies.
Net Nanny. Net Nanny Software International, Inc.
Net Shepherd. Net Shepherd, Inc.
NetSnitch. NetSnitch, LLC.
SessionWall. AbirNet, Inc.
SmartFilter. Secure Computing Corp.
SurfCONTROL. JSB Computer Systems Ltd.
SurfWatch. Spyglass.
Triple Exposure. Innovative Protection Solutions Corp.
WatchGuard. WatchGuard Technologies, Inc.
WebChaperone. WebCo, Inc.
WebNOT. Raptor Systems, Inc.
WebSENSE. NetPartners Internet Solutions, Inc.
Web Traffic Express. IBM Corp.
WizGuard. WizGuard Company.
X-STOP. LOG-ON Data Corp.

RATING SYSTEMS

PICS. Platform for Internet Content Selection.
RSACi. Recreational Software Advisory Council.
SafeSurf.

FURTHER READINGS

ACLU. American Civil Liberties Union. - Cyberliberties page - Fahrenheit 451.2: Is Cyberspace Burning?
ALA. American Library Association. - Statement on library use of filtering software
CDT. Center for Democracy and Technology. - Free speech issues
The Censorware Project.
CPSR. Computer Professionals for Social Responsibility. - Filtering FAQ
EFF. Electronic Frontier Foundation.
Enough is Enough.
EPIC. Electronic Privacy Information Center. - Censorware page - EPIC Report: "Faulty Filters"
The Ethical Spectacle. - The Censorware page
Family PC magazine review of filtering software.
IFEA. Internet FreeExpression Alliance.
Inventory of filtering technology.
PC Magazine review of filtering software.
Peacefire.
SAFE. MIT Student Association for Freedom of Expression. - Information about Labeling and Rating Systems
TIFAP The Internet Filter Assessment Project.

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Grants

School libraries are normally supported in their programs and development by the budget of the school district. Occasionally, additional funds become available from legislative appropriations or gifts from local businesses or residents. Some librarians become adept at raising money for their library using fund-raising activities such as book fairs or read-ins or even candy sales. Another road to increasing the financial base of the library is applying for grants, either on the local or federal level. Grantsmanship is a highly technical field, and most districts employ someone who has special expertise to help district programs write the best possible applications. The process is usually very difficult, but the financial rewards can be well worth the effort.

In Alaska, school libraries are eligible to apply for **Interlibrary Cooperation Grants** given each year by the Alaska State Library. This grant process is less stringent than most of the federal programs, and can be completed by building level librarians. In the past several years, the ILC grants have been awarded to several school libraries. In recent years, grants have been awarded for reading incentive programs, cooperative networking, computer equipment for Internet access, and statewide training activities. Proposals should meet the LSTA priorities and the goals outlined in the Alaska State Plan 1998-2002. (See reverse of this page.)

In late January or early February, applications are sent to every school district office, every district library coordinator, every public library, and every library that has applied in the past. The availability of applications is announced on the AkLA listserv, AkLA-L (see Associations & Organizations/A-5.) Replies are due back on April 1. Amounts awarded have ranged from $250.00 to $10,000.00.

The State Library will consider funding programs that are specifically set up as "pilot programs", testing a product or program which would have statewide significance if it was proved to work.

The ILC grants should not be written to support ongoing operational costs or to replace primary funding sources.

If you wish to apply for funding for a project developed according to the guidelines above, contact the Grants Administrator, Alaska State Library at 269-6570 and request an application. If you want to talk to someone about your ideas before filling out the papers, you can contact the School Library Coordinator at 269-6569.

The purposes set by the Library Services and Technology Act (LSTA)

- establishing or enhancing electronic linkages among or between libraries;
- electronically linking libraries with educational, social, or information services;
- assisting libraries in accessing information through electronic networks;
- encouraging libraries in different areas, and encouraging different types of libraries, to establish consortia and share resources;
- paying costs for libraries to acquire or share computer systems and telecommunications technologies; and
- targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities.

The goals set forth in the Alaska State Plan 1998 - 2002

Connectivity - Access to telecommunications
Ensure that all Alaska residents have affordable access to the telecommunications infrastructure for the delivery of information

Information - Access to worldwide sources of information, educational resources, research data, etc.
Ensure that all Alaskan residents have access to the wealth of cultural and scientific information available in print, recorded electronic text, multimedia and emerging formats.

Partnerships - Develop regional and multijurisdictional agreements
Explore the potential role of community partnerships and networks in the delivery of information services and encourage innovative and multidisciplinary/multijurisdictional approaches to meet the informational and educational needs of Alaskan residents.

Service - Improve library services to the underserved
Improve library services to Alaskan residents living in underserved urban and rural communities.

Accessibility - Services to Alaskans with special needs
Improve the delivery of library services to Alaskans with special needs.

Some Additional Grant Possibilities for School/Community Libraries

Public Library Assistance Grants

If your library serves as a combined school/public library, is open to the public for at least 48 weeks per year and at least three days per week, your library may also be eligible to apply for a Public Library Assistance Grant. Applications are available each February 1st and need to be completed and submitted by April 1st. To learn more or discuss this process, contact the Grants Administrator at the Alaska State Library – (907) 269-6566.

Libri Foundation

This foundation was established to help rural libraries acquire quality children's books they could not otherwise afford to buy. In general, a library should serve a population under 10,000 (usually under 5,000), have a very limited budget, be in a rural area, and have an active children's department. Applications are accepted from school libraries only if they also serve as the public library. Application deadlines are April 1st and August 1st. To request an application packet, email librifdn@teleport.com or contact them at the address and phone numbers listed below:

Libri Foundation
P.O. Box 10246
Eugene, OR 97440
541-747-9655
541-747-4348 FAX
http://www.teleport.com/~librifdn

Grant Writing Tips[1]

- To find grant opportunities available to school libraries, look in professional journals such as School Library Journal, The Book Report, etc. Also monitor websites that offer grant resources. Here are some you could try:

  Pacific Bell Grant Opportunity Resources:
  http://www.kn.pacbell.com/wired/grants/index.html
  Foundation Center Orientation: Introduction to Grantseeking
  http://fdncenter.org/onlib/orient/intro1.html
  ALA's Hot Links to Learning: Funding Opportunities
  http://www.ala.org/aasl/learning/hotlinks/fundinglinks.html
  Milken Exchange New Mexico Scenario Discussion
  http://www.milkenexchange.org/nm/grant_background.html
  July/August 1999 Grant Internet Resources http://www.ala.org/acrl/resjuly99.html

- Involve as many appropriate people as possible in the brainstorming/prewriting phase of the grant writing process so you get ideas from all perspectives.
- When the application process includes a rubric, read the rubric carefully, note the point differences for various possible answers, and answer each question specific to what the rubric calls for.
- Use tables and cross-reference different questions so readers can see the connections between the various parts of the narrative. These are easier to read than paragraphs.
- The best grants are those that convey the intent and plans of the grant in a to-the-point manner (no flowery gobbledygook). The key is to write it so someone who has no idea of your situation can grasp/understand what you are trying to do. To do this, let as many people as you can (preferably those who aren't familiar with your plan) read the grant before you submit it. Then ask them to tell you what they think the grant is all about. This process will help you refine and clarify what you've written. Remember, grant readers have 1- 2 hours at best to try to grasp what you have spent days, hours, and/or weeks creating. As a grant writer you carry many details in your head. Make sure they are not left out of the grant narrative.
- Plan plenty of time for rewrites.
- If a needs assessment is asked for, create a survey and get feedback to support your stated needs. Don't guess what the needs might be.
- Write the grant as if you have the money. State what you are going to do and exactly how you will do it, not what you plan to do if you get the money. Don't imply that you are using the money to figure out what you might do. You have to have all your ducks in a row before you get the money.
- If you are writing the grant with others, try to identify the team's strengths. For example figure out who excels at writing, who excels at collecting data, who excels at formatting the document - use those strengths to put the grant together. It's like putting together a big puzzle with so many pieces.
- Even when you don't get the funding, don't regret the experience. With a good plan in hand, it will be easier to convince local money sources of your need to fund your plan. The process also helps the writers really identify what is needed and how to best meet the needs.

[1] This section contributed by Roz Goodman, District Media Specialist, Southwest Region School District, Dillingham, Alaska.

Information Power[1]

As a result of significant changes within education during the 1980s and of the effect of expanded access to new sources of information, AASL and AECT (see below) developed and published in 1988, a document designed to aid local professionals in decision-making, planning and evaluating school library media programs. It became the standard by which school districts and individual schools measured themselves against the very best media programs nationally. The 1988 *Information Power: Guidelines for School Library Media Programs* has since been revised to reflect the increasing movement from providing access to resources to focusing on student learning and outcomes. The goal is to empower students with the skills necessary to become lifelong learners. The new publication, *Information Power: Building Partnerships for Learning* was published in 1998.

In both Information Power publications, the vision has remained the same:

The mission of the library media program is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished:

*by providing intellectual and physical access to materials in all formats,

*by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas,

*by working with other educators to design learning strategies to meet the needs of individual students.

Information Power: Building Partnerships for Learning is built upon a set of nine information literacy standards designed to guide and support library media specialists' efforts in the three major areas:

Learning and teaching
Information access
Program administration

[1]American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning.* Chicago: American Library Association and Washington, D.C.: Association for Educational Communications and Technology, 1998. Available from ALA for $35.00 ($31.50 member price). Available for loan from Alaska State Library, School Library/Media Coordinator, Anchorage, 269-6569.

Objectives

1. **to provide intellectual access to information** through systematic learning activities which develop cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information at all age levels and in all curriculum content areas.

2. **to provide physical access to information** through (a) a carefully selected and systematically organized collection of diverse learning resources, representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems; (b) access to information and materials outside the library media center and the school building through such mechanisms as interlibrary loan, networking and other cooperative agreements, and online searching of databases; and (c) providing instruction in the operation of equipment necessary to use the information in any format

3. **to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information** through introduction to the full range of communications media and use of the new and emerging information technologies

4. **to provide leadership, instruction, and consulting assistance in the use of instructional and information technology** and the use of sound instructional design principles

5. **to provide resources and activities that contribute to lifelong learning,** while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests, and capacities

6. **to provide a facility that functions as the information center of the school,** as a locus for integrated, interdisciplinary, intergrade, and school-wide learning activities

7. **to provide resources and learning activities** that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

Interlibrary Loan (ILL)

Do you have library users who want materials your library doesn't have? It is possible to borrow them from another library. This loaning of library materials from one library to another is called **Interlibrary Loan.** Those working in libraries usually call this service by its initials -- **ILL. The information below is intended for those using the AML 800 # service for ILLs (see Reference/ILL 800 # Service/R-3.)** ***If your school district is not eligible for 800 # service from Anchorage Municipal Libraries, you should refer your patron to the local public library where the ILL can be initiated, or contact the School Library Coordinator for assistance.***

Who can borrow Any library patron who returns library materials on time and who has access to a public library or school library with a district librarian or librarian with ILL training.

Who requests Schools – district librarian or district-designated ILL-trained librarian.

Public libraries – head librarian or designee.

Cost ILL is usually free within AK; fees are sometimes charged for out-of-state requests.

Due date The due date is set by the lending library.

What's available You may request a particular **book** or **magazine article**,

Examples - *The Amateur,* by Robert Littell. (Book)

- "The plot to murder Napoleon,"
by R. Chelminski, Smithsonian Magazine, Apr. 1982,
pp. 76-85 (Magazine Article)

or ask for **books by a particular author**,

Examples - Books by Leon Uris
- Science fiction by Isaac Asimov

or ask for **information on a particular subject**.

Examples - Solar heating
- Dog mushing and racing

How First get as much information from your borrower as possible.

Book	**Magazine Article**	**Subject**
Author	Author	Specific subject
Title	Title of article	Degree of knowledge
Publisher	Name of periodical	Beginner, student, expert
Date	Date	Depth of coverage wanted – ie.
Substitute ok?	Page numbers	General survey, scholarly
	Volume number	research, elementary, etc.
	Issue number	

Subject Requests Make sure you are specific when requesting materials on a subject. If a patron wants to know how to glaze pottery, don't ask for a general book on pottery.

Be sure to determine the following and pass this information on to the 800 # staff –

1.) The source of the borrower's information; that is, where did he or she learn about it? (In which book, magazine or newspaper? On what page? Was it on television or the radio?)

2.) The last possible use date – the date when the requested material must be in the patron's hands in order for it to be useful. (Requests may take several weeks to arrive at your destination.)

3.) The borrower's contact information so you can easily inform them of the item's arrival.

Ordering

Libraries with access to LaserCat, FastCat or online access to OCLC WorldCat through SLED <http://sled.alaska.edu> are able to use these resources to verify publishing information and determine which libraries own a copy of the needed material. Make a copy of the full citation for the materials you want to borrow.

To use WorldCat on SLED, select Library Catalogs & Resources from SLED's main menu. Click on the link to Cataloging & ILL Resources. Once you have found the citation for the needed book on OCLC WorldCat, there is a menu option that allows you to email the citation directly to the 800 # staff at <lijml@library.ci.anchorage.ak.us>.

800# Eligible Libraries can send, fax, or email the citation and other necessary information, as listed above, to the Anchorage Municipal Libraries 800 # staff where the loan will be initiated.

Anchorage Municipal Libraries
800 # ILL service
3600 Denali
Anchorage, AK 99503
1-800-261-2838 343-2975 (in Anchorage) 1-907-562-1244 (fax)
(email) lijml@library.ci.anchorage.ak.us

Important: Call, fax, or email the 800# ILL staff when the requested materials arrive at your library. They will need you to report the ILL number as shown in the upper left corner of the ILL paperwork that will accompany the ILL materials. (Example: ILL. 6042255.)

Also, call or email the 800# staff when you mail the materials back to the lending library.

Special Note: Before submitting a request for a magazine article, be sure to check the *Magazines, Newspapers and More: Full Text Articles for Alaskans* at http://sled.alaska.edu/databases/home.html . Often the full text article is available from the databases, eliminating the need for the ILL request. When full text is not available, the complete citation for a specific article may be found in this resource.

Additional Information

You will want to note the date due back to the lending library. Usually the duration of the loan is the period of time the item may remain with the borrowing library disregarding mailing time. You are responsible for enforcing any restrictions indicated by the loaning library and for following their instructions for packing and/or insuring the item for return shipment.

When the lending library cannot supply the material, the 800# staff will check other resources and inform you that an item is not available only after other resources have been checked. Refer questions to the School Library Coordinator/Library Development Coordinator.

Keep the request forms for books and media for six months in case you need to verify the return of materials to the lending library. If the request was for a photocopy of a journal article published within the last five years, keep some record of the transaction for three calendar years after the end of the calendar year in which the request was made.

Request renewals by phone or fax prior to the due date for the materials in question. If it's an OCLC request, call the 800# to renew. If it's a direct request, renewals can be requested from the lending library. Make note of the new due date on the ILL paperwork.

Important: There are copyright rules that affect ILL practices. (See Copyright Guidelines/C-9. Copyright law is complex so contact the School Library Coordinator/Library Development Coordinator for more complete information.)

Care and Return of Materials

Remember to call, fax, or email the 800# ILL service when ILL requested materials first arrive at your library. Also, contact them when you mail the materials back to the lending library.

1. Your library is responsible for the safe and prompt return of borrowed materials. Request due date extensions and renewals in advance of due date. Check the material out to your patron on your own automated system or in some way that ensures a return of the materials in time to honor the due date listed on the paperwork.

2. Your library is bound by any conditions or limitations of use imposed by the lending library, such as **in library use only** or **no renewals**.

3. Materials should be returned directly to the lending library. Keep a copy of all completed "ILL requests" in your file cabinet, including the date when the material was mailed back to the lending library. (Note: inform the 800 # staff when you return materials to a lending library.)

4. Your library pays for return postage and insurance if it is requested.

5. Due date for your patron should allow sufficient time for you to check in and package the material. Usually the loan period given you by the lending library is the period of time the material may be at your library not including mail times.

6. Include a copy of the original ILL request form when you return the book, but also keep a copy for your files which includes date received and date returned.

Renewals

Call or fax any requests for renewals to the 800 # if the request came on an OCLC form with the 800 # listed as the borrower. If the book comes directly to you from the lending library, contact the lending library itself to request a renewal. Be sure to call prior to the due date. Renewals may be requested on a copy of the original ILL paperwork. If the ILL request paperwork is not available, include the following information: author, title, call number and original due date. Keep renewal requests to a minimum.

Lost Material Policy

The borrowing library is responsible for replacement copies or reimbursement for material lost or damaged by their patron. The borrowing library is also responsible if the material is lost in the return shipment.

Questions

This information is intended as a quick guide as to how to handle an ILL request using the 800 # service at AML. If you expect to initiate many ILLs, would like more detailed instructions, or you have questions or concerns about ILL services, school library personnel should contact the School Library Coordinator and public libraries should contact the Library Development Coordinator at the Alaska State Library.

Internet Use Policy (IUP)

As schools offer student-access to the Internet, they are faced with new concerns about the appropriateness of information students may find via computer. While some districts choose to install a filtering device (see Filtering/F-3) on their computer systems, not all potential problems will be averted. Others rely solely on an acceptable use policy (AUP) or internet use policy (IUP) to outline the rules students must follow while using the Internet and the consequences of failure to follow the policy.

At the AASL conference, Nov. 12, 1999 in Birmingham, AL, Gail Junion-Metz, of Information Age Consultants presented a list of websites to consult when establishing an IUP for a school district. She included many links to exemplary policies of other school districts. An excerpt of her list of sites is reproduced here with her permission for your use in developing Internet use policies to suit your district's needs.

The Internet: What's Really Your Policy?

Taking a Hard Look at Your Library/School/District IUP

Presented at the AASL National Conference
November 12,1999
Gail Junion-Metz

Introduction

IUPs -- Questions to Consider
Here are some questions you might want to discuss when reviewing your library, school, or district IUP. http://www.iage.com/points2.html

Is There a Difference Between Board Policies and Your IUP?

Bellongham (WA) Public Schools - Board Internet Policies
Includes separate policies and procedures for both students and staff. Excellent documents. http://www.bham.wednet.edu/policies.htm

Creating Board Policies for Student Use of the Internet
From the e-journal From Now On, May 1995. Discusses the difference between board policies and IUPs.
http://www.fno.org/fnomay95.html

Take a Look at Other School IUPs

Student Internet Use Procedures
Both from Bellingham WA Public Schools. Separate student policies and procedures.
http://www.bham.wednet.edu/2313inet.htm
http://www.bham.wednet.edu/2313proc.htm

South Bend (IN) Community Schools IUP
Contains a parental responsibilities section of the IUP
http://www.sbcsc.k12.in.us/sbcsc.pages/6440.html

Things to Include in a Student IUP
Here are some elements that should be in your student IUP... are they in yours?
http://www.iage.com/iup2.html

Staff IUPs... Important, But Often Forgotten

Staff Internet Use Policy
Staff Internet Use Procedures
From Bellingham WA Public Schools. Separate staff policy and procedures.
http://www.bham.wednet.edu/5260staf.htm
http://www.bham.wednet.edu/5260proc.htm

Net Employee Acceptable-Use Pgft
From Jefferson Co. Public Schools . Nice example of a school staff IUP.
http://www.jefferson.k12.ky.us/Departments/Telecommunications/ApendixIV.html

Things to Include in a Staff IUP
Here is a list of items to include in a staff IUP.
http://www.iage.com/stafpol2.html

Do You Have a School Webpage Policy?

Guidelines for School Webpages
From St. Johns District School System (FL). Contains valuable Webpage guidelines.
http://macserver.stjohns.k12.fl.us/guidelines.html

Parental Permission Form for WWW Publishing of Student Work
From Bellingham WA Public Schools.
http://www.bham.wednet.edu/parent.htm

IUPs - Legal Analysis
This legal analysis of K-12 IUPs by Nancy Willard can provide a useful legal framework for board/staff discussions.
http://www.erehwon.com/k12aup/legal_analysis.html

Investigate the Professional Issues Related to IUPs

The Internet and Intellectual Freedom
From ALA's Office of Intellectual Freedom. Contains information on state library association Internet policy statements, blocking and filtering software, as well as ALA documents and information on legal issues.
http://www.ala.org/alaorg/oif/intr_inf.html#iupifs

Get Library Staff Talking About your IUP

IUP Role-Play Exercise for School Library Staff
Contains four role-play exercises to get staff discussing various aspects of enforcing and handling questions related to your district/school/library IUP.
http://www.iage.com/roleply2.html

Learn About Net Safety ... and the Issues Surrounding It.

GetNetWise
A good site that introduces the issues of Net safety for kids. Good for parents too!
http://www.getnetwise.org/

The Internet Filter Assessment Project (TIFAP)
Takes a critical look at Internet content filters from a librarian's point of view. Good reviews and comparisons.
http://www.bluehighways.com/tifap/

Filtering Facts
This website contains information written by a group of librarians who support libraries filtering Net/Web content. Another point of view.
http://www.filteringfacts.org/

Know Where Web-Based Information Comes From

Bibliography on Evaluating Internet Resources
Nicole Auer, from the University of VT, has created one of the best bibliographies/webographies on how to evaluate Web-based resources.
http://www.lib.vt.edu/research/libinst/evalbiblio.html

Critical Evaluation Information
From Kathy Schrock's Guide for Educators. One of the best evaluation pages for school librarians. Check out the three evaluation surveys for kids.
http://school.discovery.com/schrockguide/eval.html

Take a Look at Other Important Safety and Privacy Issues

Computer Viruses
A brief introduction for staff, created by California's InfoPeople Project. Written for public librarians, but a nice place to start for school folks too.
http://www.infopeople.org/Security/viruses.html

Privacy on the Internet: What Can Others Learn About You? A short description of Internet privacy issues. A good introduction. http://www.delphi.com/navnet/privacy.html

Setting Up a Public Access Computer Using Windows NT
Provides basic Windows NT information for securing student computers. (From the Schenectady Co. PL)
http://www.scpl.org/publicnt/

Other IUP Websites to Take a Look At

IUP Templates
A number of useful templates, designed for K-1 2 use. By lawyer and technology consultant Nancy Willard.
http://www.erehwon.com/k12aup/

The Parent's Guide to the Information Superhighway
A nice guide to give to parents and school board members. Contains good information on blocking software, Net safety, and age-appropriate computing for kids.
http://www.childrenspartnership.org/pub/pbpg.html

Books to " Read More About It "

Benson, Allen. Securing Library PCs and Data: A Handbook with Menuing, Anti-Virus, and other Protective Software. New York: Neal-Schuman, 1998.

Cate, Fred. H. The Internet and the First Amendment: Schools and Sexually Explicit Material .Bloomington, IN: Phi Delta Kappa, 1998.

The Parent's Guide to the Information Superhighway. Santa Monica, CA: The Children's Partnership, 1998.

Schneider, Karen G. A Practical Guide to Internet Filters. New York: Neal-Schuman, 1997.

Willard, Nancy E. The Cyber Ethics Reader. New York: McGraw-Hill, 1997.

copyright 1999: Information Age Consultants
http://www.iage.com/aasl.html
revised 11/8/99

Inventory

Most schools do inventories on a regular basis, often at the end of the school year. If you have a large collection, you may inventory only a portion of your collection each year with a plan to cover the entire collection every two or three years. Libraries that have automated can inventory in less time by using a portable scanner and barcodes on the books. Inventories are time-consuming and tedious but there are a number of advantages to performing them.

Reasons to inventory:

1. Determine what items are missing and should be replaced.
2. Provide statistics. Administrators like the accountability of accurate numbers.
3. Provide an opportunity to discover mistakes in the shelf list and/or labeling of materials.
4. Clear patrons of overdue and lost book charges and discover missing items.

Advantages of annual inventories:

1. As you look at each book, you become familiar with the collection.
2. You discover problems that might otherwise be overlooked.
3. You can easily spot worn books for repair, replacement, binding or discard.
4. You become aware of some gaps in your collection.

Inventory suggestions for a non-automated collection:

◊ Arrange all shelves in call number order. Your shelves and your shelf list should be ordered the same way. (If you have some books permanently set aside, such as oversized books or books for a particular program, your shelf list cards should reflect that same arrangement.)

◊ Compare shelf list with the books on the shelf. Work with teams of two people. One pulls a book from the shelf; the other checks the card to be sure the title and call number are correct. Be sure to read from the book to the card...not vice-versa.

◊ If any book needs attention (torn, dirty, a candidate for weeding, no circulation card in the pocket, call number differs from that on shelf list card, etc.), the inventory team should put a pre-made note into the book so it sticks out of the top pages. The book should then be placed on its spine so that the note sticks out on the shelf.

◊ If a book is missing, turn up its card in the shelf list tray; do not mark the card until the end of the inventory as the book may simply be misshelved and may show up sooner or later.

◊ Make temporary shelf list cards for books with no cards. Turn them up in the drawer also. You may find the real card is simply misfiled and it will turn up later in the inventory.

◊ If a missing book hasn't turned up by the end of the inventory, slip a paperclip on the top of its shelf list card and place the card back in the drawer. When you have finished, counting the paperclips will tell you how many missing books you have. If the books show up the next year (which is common), simply pull the paperclips off. If there are several copies of the same book listed on the shelf list card, pencil the year next to the book number for the missing book and put the paperclip on the card. If this book comes back, remove the paperclip and erase the date.

- ◊ Before deciding an item is missing, be sure to check circulation files, bindery records, the repair pile under your desk, the back of the storage closet, the teacher who uses the most library materials, etc. for missing items. May (the most common month for inventory) is notoriously harried for school folk, and many things are simply misplaced, not really lost.
- ◊ Go back through the shelves to attend to the notes sticking out of the books. Some of these books may be weeded on the spot. Be sure to place their shelf list cards in the "Withdrawn" pile.
- ◊ Withdraw items that are truly lost. (Usually it is best to do this after they have come up missing in two inventories. In other words, if a shelf list card with a paperclip is still missing the next time you do an inventory, you can be pretty sure that the item is missing permanently.) You can immediately withdraw cards for items that have been weeded, or destroyed. Pull these cards from the shelf list drawers.
- ◊ Go through the cards of withdrawn items to decide which ones should be reordered, or should have some kind of replacement ordered. ***Pull all the catalog cards of the books that are not going to be replaced.***

Inventory suggestions for an automated collection:

- ◊ Get all shelves in call number order. (If you have some books temporarily out of regular order, such as oversized books or books for some particular program, put notes in the place they would usually be so that you can go to the odd shelf when reading that section.)
- ◊ Either use a hand-held wand or move your computer to a place where your wand cord will reach the shelves. (Be sure to check your automation system manual for instructions on moving the computer.) Beginning at the start of any section, read the barcodes in order through your collection. "Dump" the information when your hand-held device becomes full. (Again, check with your system instructions.)
- ◊ If any book needs attention (torn, dirty, a candidate for weeding, date due slip filled, call number seems strange, etc.), the inventory taker should put a note (these can be pre-made) into the book so it sticks out of the top pages. Then the book should be set on its spine so that the note sticks out of the shelf.
- ◊ The computer will automatically inventory any books that come in through the circulation system and they will not be marked missing. Any books found out of place in closets, lockers, or cupboards can be scanned at any time without disturbing the rest of your inventory.
- ◊ At the end of every day, print out a list of "Missing" books. Some of these will trigger a memory for you and you will locate them. If a book prints out as "Not in your records", you will have to enter it using your system's instructions.
- ◊ At the end of the inventory, when you are sure that the printed lists actually do reflect the status of your collection, "Finalize" your inventory and print a list. If your system will allow you to temporarily remove these items from your catalog, do so. If you can only remove them permanently, you probably should leave them in the system marked "Missing", because many of them turn up over the summer or next year. Of course, things you have weeded or that have been destroyed may be permanently removed now, unless you intend to reorder them.

- ◊ Go back through the shelves to attend to the notes sticking out of the books. Some of these books may be weeded on the spot. Be sure to withdraw them from the computer.
- ◊ Use your "Missing" list to decide what needs to be ordered for replacement - either the exact item or another item on the same subject.

Celebrate your inventory:

Although this job that hardly ever comes to full closure, celebrate the end of inventory. It's been hard work and you deserve to feel good about completing it!

Job Descriptions

Library Information Specialist Job Description[1]

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities and differentiates the position from others in the district.

SUMMARY

The library information specialist plans, arranges, administers, and implements the library information center program and supports the educational philosophy and objectives of the school district. She or he organizes, establishes, and supervises routines and procedures for the smooth operation of the library information center. The library information specialist has technological expertise in electronic information resources, library-management software, and electronic resources available in the content areas. The specialist instructs students in the skills necessary to effectively access, evaluate, use, and communicate information in a variety of formats. The library information specialist creates and maintains an atmosphere that encourages student and faculty use. She or he updates personal expertise by keeping aware of current trends; belonging to professional organizations; and studying and analyzing library, media, and educational trends. The library information specialist's role is one of a teacher, a manager, and an educational consultant who is expected to take a leadership role in carrying out the school's educational program.

EDUCATIONAL REOUIREMENTS

According to the American Association of School Librarians' position statement on preparation of school library media specialists:

> School library media specialists have a broad undergraduate education with a liberal arts background and hold a master's degree or equivalent from a program that combines academic and professional preparation in library and information science, education, management, media, communications theory, and technology. The academic program of study includes some directed field experience in a library media program, coordinated by a faculty member in cooperation with an experienced library media specialist. Library media specialists meet state certification requirements for both the library media specialist and the professional educator classifications.

DUTIES AND RESPONSIBILITIES

Administrative

Establishes annual and long-range goals for the library information program.

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[1] Valenza, Joyce Kasman. *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program.* Reprinted with permission from the American Library Association.

Plans, arranges, administers, operates, and supervises the library information center, developing policy for efficient operation and optimal service.

Develops a balanced collection representative of diverse points of view and conscious of our pluralistic society in accordance with the district materials-selection policy.

Encourages faculty input concerning suggestions for purchase.

Prepares and administers the library budget, keeping records of all expenditures.

Plans and maintains a relevant professional library to promote the professional development of the faculty and administrative staff.

Maintains an efficient system of classifying, cataloging, and circulating all library material and instructs teachers and students in the use of the library system.

Arranges for interlibrary loans within and outside the district.

Encourages appropriate conduct of students using the facility.

Through service on building and district committees, participates in curriculum development and implementation.

Maintains cooperative relationships with local public and academic libraries and other community organizations.

Prepares schedules, with input from teachers and building administrators, for integrated information skills instruction.

Keeps records of student use, circulation, purchases, and losses; provides regular reports on the library as required by the administration.

Trains and supervises library clerks, paraprofessionals, and adult and student volunteers.

Supervises the regular inventory of library materials, evaluates the collection, weeds obsolete and worn materials, and updates inventory records and the catalog.

Displays materials to promote use of library information center materials.

Creates an environment that fosters use by students and staff.

Works cooperatively with many groups within the school culture: parents, teachers, students, administrators, and community members.

Consultant

Assists teachers in integrating library/media center services and instruction with classroom learning; works with teachers in preparing learning units involving library information center resources.

Offers faculty inservices in the areas of information literacy and electronic and online resources.

Informs teachers, students, and administrators about the arrival of new materials

Assists teachers in finding materials to support content-area instruction as well as professional growth.

Consults with teachers about students' needs and weaknesses.

Serves as a resource person to administrators, teachers, and students.

Provides leadership in the integration of technology into all areas of the curriculum and the instructional practices of the faculty.

Collaboratively plans instructional units incorporating content-area and information-skill objectives.

Instructional

Collaborates with classroom teachers in designing, implementing, and evaluating instruction.

Helps students develop attitudes, habits, and skills leading to lifelong library use.

Applies current and innovative methodology in delivering instruction.

Develops a broad view of the entire school curriculum.

Provides group and individual instruction in information skills, research strategies, and use of resources and equipment.

Aids students in communicating the results of their research in a variety of formats.

Facilitates student development of independent library-information skills.

Develops lesson plans for teaching information skills.

Promotes reading and library use through such activities as storytelling, booktalks, displays, publications, and special events.

Provides reference and readers' advisory services to the general student population, including students who have special reading problems, unusual intellectual interests, or special educational needs.

Prepares topical and new materials bibliographies to support class assignments and to promote interest in reading.

Organizes and conducts student and faculty workshops as needed.

Provides orientation for new students.

Guides students in materials selection.

Works with students of all grades and ability levels across content areas.

Understands the role of technology in instruction, student learning, and professional development.

Functions as the informational technology leader within the school.

Assumes a leadership role in promoting the principles of intellectual freedom by creating and sustaining an environment promoting free inquiry and exposing students to a broad range of ideas.

Professional

Attends workshops, inservice activities, and conferences and takes courses to update professional skills.

Plans for professional development relating to information technology and resources for other staff members.

Is aware of electronic resources (listservs, databases) that foster professional growth.

Functions as a district/school resource for issues regarding copyright and intellectual freedom.

Provides staff development in the use of instructional resources and new information technologies.

Maintains professional relationships with faculty and administrative staff.

Participates actively in professional associations on local, state, and national levels.

Prepares grant proposals when appropriate.

Develops annual and long-range goals for the library information center.

Participates in curriculum planning meetings.

Other

Performs such other duties as may be required by the principal or assistants to the superintendent.

Reporting Relationships

The librarian reports to the building principal for all building concerns and to the assistants to the superintendent for district concerns.

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Library Paraprofessional -Job Description[2]

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities and differentiates the position from others in the district.

SUMMARY

The library paraprofessional is a person trained and skilled in the areas of technical services who provides assistance to the professional library information specialist. Under the supervision of the library information specialist, the paraprofessional is the responsible for assisting in the administration of the circulation desk supervision of reserve collections direction and supervision of student volunteers.

The paraprofessional offers basic guidance for students in the use of the - automated catalog electronic workstations databases audiovisual equipment.

The paraprofessional has the ability to work independently and cope with continual interruptions and shifting job priorities. He or she should possess excellent word processing/database skills.

EDUCATIONAL REQUIREMENTS

The position requires post-high school experience or education in the fields of libraries, computers, books, and audiovisual material. The library paraprofessional **must possess** an interest in and affinity for direct work with young people. This is a position that involves a great deal of activity and requires strong public-relations skills.

DUTIES AND RESPONSIBILITIES

1. Supervises circulation desk and procedures.
2. Sets up reserve collections.
3. Helps students and faculty locate materials through the use of the automated catalog and print and computer databases.
4. Has familiarity with the library's software collection and how to set up electronic resources for users.
5. Assists students with setting up and using audiovisual equipment, microfilm, and microfiche.
6. Searches for and verifies bibliographic information.
7. Is responsible for clipping and filing pamphlet file materials.
8. Shelves materials.

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[2] Valenza, Joyce Kasman. *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program*. Reprinted with permission from the American Library Association.

9. Performs preliminary automated cataloging for newly acquired materials using cataloging software.

10. Arranges for interlibrary loans and maintains appropriate interlibrary loan records and reports.

11. Maintains and updates databases of purchase orders and video and periodical collections.

12. Aids in the preparation of library publications.

13. Keeps statistical records on usage, circulation, etc.

14. Notifies students when reserved books are available.

15. Assists in preparing bibliographies.

16. Assists with displays and other special projects.

17. Supervises and executes automated inventory.

18. Helps to maintain a friendly and cooperative atmosphere for students and faculty.

19. Performs any other related duties that may be assigned by the library information specialist.

REPORTING RELATIONS

The library paraprofessional is responsible through the library information specialist to the school principal.

Job Interviews

There will be times when you are thinking about changing jobs or when you are assisting in hiring additional library staff. The questions below will serve as a starting point as you prepare for the interview process.

Interview Questions for School Library Information Specialists[1]

PERSONAL/TEACHING STYLE

Tell us a little about yourself. (Classroom teaching and library media experience)

If I were to visit your last school, how would the students describe you?

How would the other teachers describe you?

What kind of atmosphere would you like to create in your media center?

Please describe a project or program that you administered about which you feel proud.

How would you coordinate your lessons with our whole-language program?
Please describe one of your successful lessons.

PHILOSOPHY

What do you consider the most important role of a library information specialist?

What is your view on the importance of information literacy?

Which model of information literacy do you prefer?

How would you work with our staff to ensure that information skills are integrated into teaching or learning programs in classrooms?

How active are you in professional organizations?

TECHNOLOGY

What are some of your favorite CD-ROM reference products?

Which CD-ROM encyclopedia might you recommend to a third grade child? To a ninth grade child?

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How would you help apprehensive staff members overcome their nervousness about using technology?

With which computer platforms are you comfortable?

What examples can you give of incorporating software in your lessons?

What experience have you had with the Internet?

What role would the Internet play in your program?

What skills do you feel are most important for students to master as they use the Internet?

We are about to automate. What experience have you had with circulation or catalog systems?

What is the most recent technology skill you have developed?

What recent piece of reference software have you seen that impressed you?

How do you keep up with rapid changes in information technology?

LITERATURE

What was the best children's or young adult book you read this year?

What review journals do you rely on to help you select materials?

How would you encourage recreational reading among our students?

RELATIONS WITH COMMUNITY AND STAFF

How would you convince a teacher used to a regularly scheduled library period that flexible scheduling could help her deliver her curriculum?

Parents in this school like to be very involved. What opportunities would you provide for parent involvement in your program?

What would you do if a parent challenged a book in your collection?

CONCLUSION/FEEDBACK

If you were the one selecting a media specialist, what professional and personal qualities would you look for?

You've had a chance to look around a bit. What do you like about this facility? What changes do you think you'd make?

What questions do you have for us?

LaserCat and FastCat (OCLC/WLN)

LaserCat and FastCat are bibliographic tools that can be purchased from OCLC/WLN. They can be used in many ways such as:

a: A locator for interlibrary loans
b: A source for retrospective conversion
c: A public access catalog if your holdings have been entered
d: A selection tool for bibliographies and purchasing
e: A MARC editor and a template for original cataloging
f: A tool for adding holdings to OCLC/WLN database

LaserCat is actually a CD-ROM-based database of more than 5 million bibliographic records (on 5 CD-ROM disks) held in libraries of the Pacific Northwest. It is produced by OCLC/WLN.

LaserCat is a fixture in Alaskan libraries, allowing even small institutions to participate in statewide interlibrary loan networks and collection development efforts.

FastCat®, another OCLC/WLN CD-ROM database, contains almost one million bibliographic records specially selected for K-12 libraries. Although containing fewer records than LaserCat, FastCat provides a cost-effective and efficient record source for school automation projects and interlibrary loan requests.

The records on LaserCat and FastCat are subsets of the OCLC/WLN Online database. Available in Windows and Macintosh these two CD-ROM tools run on stand-alone workstations as well as on district-wide networks. Both products feature the same easy-to-use retrieval software and include the same powerful searching capabilities.

FastCat has several advantages for school libraries:

- It uses only one CD drive – LaserCat is contained on 5 CDs, although they can be loaded on the hard drive of a high end computer.
- It may operate faster, since there are fewer records to search.
- It costs less ($495 per year including a fall and spring issue). The full LaserCat subscription with 4-issues per year is $1595, a school option with 3-issue per year is available at $1195, and the 1-issue per year version of LaserCat is $595.

Disadvantages include :

- Fewer records than LaserCat
- Database updates are not issued as frequently as LaserCat.

SHOULD YOUR LIBRARY INVEST IN EITHER LASERCAT OR FASTCAT?

Consider the following:

1. If your collection is not large enough to answer your patrons information needs, and you frequently need to find resources outside your own walls, either LaserCat or FastCat will help you locate and borrow materials. They can also print out ILL borrowing forms that can be used to FAX or mail requests for materials. In many school libraries, having LaserCat/FastCat available in your district media center will satisfy your needs, without the cost of subscribing for your own school.

2. If you plan to automate, LaserCat/FastCat records can be downloaded and then uploaded into almost all automation systems now on the market.

3. OCLC/WLN enters records for materials from the Library of Congress tapes before books are actually published. You can use information from these records to order early, or you can use a subject search to pull up a bibliography of older materials (LaserCat/FastCat has records for all forms of non-book materials as well as books) to strengthen special areas of your collection.

If you would like to speak to other librarians who are using LaserCat or FastCat, the School Library Coordinator (269-6569) can put you in touch with other librarians in similar libraries who may be able to answer questions for you.

For more information about LaserCat or FastCat, pricing, or to order a free demonstration diskette, call OCLC/WLN at 1-800-342-5956 or check out their website at www.wln.com.

Library/Information Literacy Standards

In 1998-99, the Department of Education and the Alaska State Library collaborated to sponsor the drafting of standards for Alaska students in the essential area of library/information literacy. A working group of educators from around the state wrote content standards to reflect the knowledge, abilities and attitudes every Alaskan student should develop in this area during twelve years of public schooling. The standards follow the already published Alaska Content Standards in format and language, but delineate the unique skills required to be informationally literate. On Dec. 10, 1999, the content standards for Library/Information Literacy were adopted into regulation by the State Board of Education.

Library/Information Literacy Standards

Mission Statement
The school library is a primary source for information and curriculum support. The school library functions as the information center for the school by providing access to a full range of literary and information resources, in both traditional and electronic format, and opportunities to acquire information literacy skills through integrated and interdisciplinary learning activities that support the curriculum. The mission of the school library program is to ensure that all students and staff are given the opportunity to become literate, life-long learners and effective, responsible users of ideas and information.

A. A student should understand how information and resources are organized.

A student who meets the content standard should:

1. recognize that libraries use classification systems to organize, store and provide access to information and resources;
2. understand how library classification and subject heading systems work;
3. understand how information in print, non-print and electronic formats is organized and accessed;
4. search for information and resources by author, title, subject or keyword, as appropriate; and
5. identify and use search strategies and terms that will produce successful results.

B. A student should understand and use research processes necessary to locate, evaluate and communicate information and ideas.

A student who meets the content standard should:

1. state a problem, question or information need;
2. consider the variety of available resources and determine which are most likely to be useful;

3. access information;
4. evaluate the validity, relevancy, currency and accuracy of information;
5. organize and use information to create a product; and
6. evaluate the effectiveness of the product to communicate the intended message.

C. A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.

A student who meets the content standard should:

1. read for pleasure and information;
2. read, listen to, and view a wide variety of literature and other creative expressions; and
3. recognize and select materials appropriate to personal abilities and interests.

D. A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

A student who meets the content standard should:

1. know how to access information through local, national and international sources in printed and electronic formats;
2. recognize the importance of access to information and ideas in a democratic society;
3. access information on local, state, national and world cultures and issues;
4. evaluate information representing diverse views in order to make informed decisions; and
5. assimilate and understand how newly acquired information relates to oneself and others.

E. A student should understand ethical, legal and social behavior with respect to information resources.

A student who meets the content standard should:

1. use library materials and information resources responsibly;
2. understand and respect the principles of intellectual freedom;
3. understand and respect intellectual property rights and copyright laws; and
4. develop and use citations and bibliographies.

Library Schools (ALA Accredited)[1]

The American Library Association maintains a directory of information about ALA accredited library and information studies programs including addresses, phone and fax numbers, e-mail addresses, contact names, degrees and certificates offered, and distance education opportunities. For up-to-date, detailed information about ALA accredited graduate programs in Library and/or Information Science as well as the current addresses for each program, use this URL: http://www.ala.org/alaorg/oa/lisdir.html .

Distance education opportunities are listed in the state or province where available, and a reference to the main description is provided. Some distance education may be through traditional extension programs with faculty on site, while others may be through interactive video or other telecommunications. Prospective students should verify with the schools the extent to which a full master's program can be acquired off site. Distance education opportunities frequently change, so prospective students may wish to inquire about other sites.

Prospective students are advised to request catalogs and applications from the schools in which they are interested.

The schools listed below are among those offering MLS degrees and/or K-12 certification programs via distance learning. These schools vary greatly in method of delivery, requirements for on-campus work, costs, etc. Contact phone numbers are listed. For a more complete listing of schools offering MLS programs via distance delivery, go to the ALA URL listed above.

Syracuse University
School of Information Studies
4-206 Center for Science and Technology
Syracuse, NY 13244-4100
Phone: 315-443-2911
Fax: 315-443-5806
Raymond F. von Dran, Dean
vondran@syr.edu

University of Arizona
School of Information Resources and Library Science
1515 East First Street
Tucson, AZ 85719
Phone: 520-621-3565
Fax: 520-621-3279
sirls@u.arizona.edu
www.sir.arizona.edu
Carla Stoffle, Acting Director

[1]Graduate programs accredited by the American Library Association as of spring 1999.

The University of North Carolina at Greensboro
Department of Library and Information Studies
School of Education
P.O. Box 26171
Greensboro, NC 27402-6171
Phone: 336-334-3477
Fax: 336-334-5060
teresa_hughes_holland@uncg.edu
www.uncg.edu/lis/
Keith Wright, Chair

University of South Carolina
College of Library and Information Science
Davis College
Columbia, SC 29208
Phone: 803-777-3858
Fax: 803-777-7938
www.libsci.sc.edu/
Fred W. Roper, Dean

University of Washington
School of Library and Information Science
328 EEB
Box 352930
Seattle, WA 98195-2930
Phone: 206-543-1794
Fax: 206-616-3152
www.ischool.washington.edu
Michael B. Eisenberg, Director

The University of Washington also offers a Certificate Program for the School Library Media Specialist via distance delivery. This program is based on guidelines established by the Washington Library Media Association, the Alaska Association of School Librarians and the American Association of School Librarians. The program integrates fieldwork and professional portfolio development within a coherent, comprehensive course of study. It also meets the NCATE requirements for school library endorsement. For more information:

University of Washington
UW Extension
5001 25th Ave. NE
Seattle, WA 98105
Susan Turner – UW Outreach at (206) 685-6404
Or visit their website at:
http://www.extension.washington.edu/

Magazines for Elementary

Kids love to read magazines. Here are some kid favorites and related web sites based on a list developed by the Children's Services Dept. of the Monroe County (Indiana) Public Library http://www.monroe.lib.in.us/childrens/kidsmags.html. Note: Age level recommendations for most of the magazines listed are based on those given in the reference book *Magazines for Young People*. Age recommendations made by the publisher may differ.

American Girl http://www.americangirl.com

Designed for girls (ages 8-12) who enjoy reading the American Girl books. The Web-based version of American Girl Magazine features a number of fun activities, as well as information on each American Girl and a "Peek Into the Past" section where you can find out what has happened on your birth date.

Boys' Life http://www.bsa.scouting.org/mags/boyslife/index.html

Covers a wide range of topics of interest to boys. Features the cover picture and contents from the current issue, but only selected articles are available online.

Calliope World History for Young People http://www.cobblestonepub.com/pages/callmain.htm

Designed to help readers between the ages of 9-15 understand how historical events intertwine, each issue of Calliope is devoted to one theme in world history. The web site lists current and upcoming themes and links to theme-related web sites and others of interest to children and teachers.

Chickadee http://www.owl.on.ca/chick/chick.html

Filled with puzzles, games, pictures and activities of interest to children between the ages of 5 and 9, Chickadee features colorful photos and stories emphasizing funny, unusual and true information about animals and people.

Cobblestone American History for Kids http://www.cobblestonepub.com/pages/cobbmain.htm

Geared for kids ages 8-14, each issue examines a part of America's past. The web site lists current and upcoming themes and links to theme-related web sites and others of interest to children and teachers.

Contact Kids http://www.ctw.org/kidcity/1,2428,,FF.html

(Previously called 3-2-1 Contact) this magazine is published by the Children's Television Workshop and is recommended for ages 8-14. Covering science, nature and the latest technology, it includes articles, puzzles, projects and experiments on a variety of topics, including a serialized mystery story, science news stories and reviews of software.

Cricket http://www.cricketmag.com/cricket/index.html

Features children's literature, poems, stories, articles, songs, crafts and jokes for children ages 8-12. Contributors are often internationally known authors and illustrators. Regular features include "Cricket League" (a story, art, or poetry contest), crossword puzzle, and letters from children to the magazine.

Highlights for Children

Issues contain poems, stories, puzzles, jokes, riddles, rebus stories, crafts, and hidden pictures. There is something for everyone ages 4-12.

Jack and Jill http://www.satevepost.org/kidsonline/jandj/jandj.html
Published by the Children's Better Health Institute, this monthly/bimonthly magazine is geared to children between the ages of 7 and 10. It features current event and other special interest stories, as well as "things to do" and "jokes and riddles."

Kid City http://www.ctw.org/kidcity/
From the Children's Television Workshop, this magazine is the next step up from Sesame Street Magazine. Geared for kids age 6-10, it is full of comic stories, true and strange facts, mathematics activities, crosswords, make your own cartoon page, and mazes.

Ladybug http://www.cricketmag.com/ladybug/index.html
This is a magazine from the publishers of Cricket, targeted to a younger audience (2-7). It contains numerous learning activities with a particular focus on reading and understanding. Contains poems, stories, cartoons, and activities.

National Geographic World http://www.nationalgeographic.com/media/world/index.html
Published by the National Geographic Society for kids between the ages of 8 and 14, World covers a wide variety of topics, but focuses on geography, adventure, wildlife and science issues. The web site includes links to fun facts, games and other activities, as well as the online version of the monthly feature article.

Odyssey http://www.odysseymagazine.com
The web site for "The premier science magazine for young adventurers!" shows the cover photo of the current issue and gives a summary of featured articles. It also includes sections on science news, science fun, a teachers guide, and links to webcams around the world! (Recommended for ages 8-14.)

OWLkids Online http://www.owl.on.ca/
Geared for children over 8, this monthly magazine aims to interest children in nature, science and the world around them. The website includes links to *Chickadee Net*, designed for kids 8 and under, and *CyberFamily*, a place for parents to explore.

Plays http://www.channel1.com/plays/
The Drama Magazine for Young People, this monthly publication (October thru May) includes in each issue 8-10 plays for elementary, middle and high-school aged students.

Ranger Rick http://www.nwf.org/nwf/rrick/index.html
Monthly magazine for kids ages 6 and up features colorful animal photos, funny drawings, and exciting stories that inform children about nature, outdoor adventure, and helping the environment. The online version of the magazine includes web sites for homework help, activity of the month ideas, selected articles from current and past issues along with a subject index of topics covered in Ranger Rick back through the mid-1960's, articles in Spanish, and lots of other "cool stuff."

Sesame Street Magazine http://www.ctw.org/sesame/
Early learning concepts are featured via stories, poems, and activities with Bert, Ernie, and other Sesame Street Characters. Recommended for ages 2-6, the magazine follows the format of the popular television program, each issue is sponsored by a letter and a number. The Web site features Sesame Street trivia and activities for different ages.

Spider http://www.cricketmag.com/cgi-bin/cricket.cgi?tpl=home

Another magazine from the publishers of Cricket, recommended for ages 6-9. Contains stories, articles, poems, drawings, cartoons and letters all with the aim of getting children interested in reading.

Sports Illustrated for Kids http://www.sikids.com

Monthly magazine for elementary age children includes interviews with sports heroes, comics, action photos and much more. The Web version mirrors the print edition while capitalizing on the magazine's interactive appeal.

Stone Soup http://www.stonesoup.com/

This international magazine is written and illustrated by children between the ages of 8 and 13. The web site includes examples of the stories, poems, artwork and book reviews that appear in sample issues, project ideas and guidelines for contributing to the magazine.

Time Magazine for Kids http://www.pathfinder.com/TFK/

The web site for this current-events oriented monthly magazine for kids includes a multimedia exploration of the planet Mars. Also includes an archive of Time for Kids issues from 1995 to present.

Your Big Backyard http://www.nwf.org/nwf/ybby/howto.html

Also published by the National Wildlife Federation, this monthly magazine introduces 3-6 year olds to the fascinating world of nature. It features big, colorful photos, read-to-me stories, poems, riddles, and games. The web site includes description of contents for the current and past issues, and activity and craft suggestions.

Zillions http://www.zillionsedcenter.org/index.htm

The goal of this Consumer Reports publication, recommended for ages 8-14, is to teach children to make informed decisions about money matters and to become smart consumers. Includes articles on movies, music, television shows, clothing, food, allowances, toys, home video games, and snack foods. They provide reviews of anything from headphones to peanut butter. At the web site, you can find current articles online, a kids corner, teaching guides and research reports.

List printed with permission from Lisa Champelli / Children's Services Dept. of the Monroe County (Indiana) Public Library Monroe County Public Library / Updated November 2, 1999.

Magazines for Librarians

In selecting magazines for your professional use, be sure to include magazines that will be of help: in book selection, in selection of other materials, in planning and presenting lessons, in managing library functions, and in developing your own professional expertise.

If your budget will not allow you to take all the subscriptions you wish, try to arrange with another school librarian to share subscriptions (and perhaps even the chore of reading and recommending articles to each other).

In this selected list, the "Covers" field in the citations refers to the school level that would find materials in this publication.

Book Links: Connecting books, libraries, and classrooms. Bi-monthly, covers PreK-middle school. http://www.ala.org/BookLinks/

Bibliographies on varied subjects; excellent articles on using library books to teach various subjects; interviews with authors and illustrators. Particularly valuable in elementary schools using the whole-language approach.

The Book Report: the journal for junior and senior high school librarians. Covers middle-high school. Linworth Pub. Co.

Thematic issues with practical advice from others in the field, plus excellent book review section.

Booklist. Covers all. American Library Assn., 50 E. Huron St., Chicago, IL 60611 http://www.ala.org/booklist/index.html

A basic selection tool featuring book and media reviews particularly valuable for secondary libraries.

Cable in the Classroom Magazine. (May be available free from cable provider.) Covers all. Cable in the Classroom, 1800 North Beauregard St., Suite 100, Alexandria, VA 22311 Educator Hotline: 1-800-743-5355 http://www.ciconline.com/maghom.htm

Lists programs, how-to-get support materials, and articles on video uses in the classroom. Especially good feature is the inclusion of off-air copyright information on each program.

Classroom Connect Newsletter. Covers all.
http://www.connectedteacher.com/newsletter/about.asp 1-800-638-1639

Specifically designed for libraries and classrooms which want to use Internet resources, with short, very informative articles on sites, addresses, and connectivity with the lesson plans to put them to use.

Free Materials for Schools & Libraries
http://www.mediafinder.com/detail.cfm?TID=0173554506&adkw=free+materials&sr=1&rtg=20

Published 5 times per year, this newsletter provides teachers and librarians with lists of recommended free materials. All materials are examined and reviewed by professionals before being listed. For subscription information, call 604-876-3377.

The Horn Book Magazine: about books for children and young adults.
http://www.hbook.com/mag.html
Covers PreK-middle school. Horn Book, Inc., 14 Beacon St., Boston, MA 02108
Most reputable of review journals. Most included books are recommended. Authoritative, bi-monthly source for purchases with literary values in mind.

Journal of Youth Services in Libraries. Since 1987. Covers middle-high school. American Library Assn., 50 E. Huron St., Chicago, IL 60611
http://scholar.lib.vt.edu/ejournals/JYSL/jysl.html
Covers issues of concern to secondary librarians and articles about professional practices. Serves as a vehicle for continuing education among librarians who work with children.

MultiMedia Schools: a practical journal of multimedia, CD-ROM, Online & Internet in K-12.
Covers all. http://www.infotoday.com/MMSchools/
Slick journal with articles of use to modern library including reviews of hardware and software and lesson plans for technology training.

School Librarian's Workshop. Covers PreK-elementary. Learning Resources, 61 Greenbriar Dr., P.O. Box 87, Berkeley Heights, NJ 07922
Practical advice on managing a school library with specific plans given for teaching projects. Especially valuable for those who must operate school libraries with little library training.

School Library Journal. Covers all. http://www.slj.com
The leading magazine for school librarians. Essential purchase if you can only afford one magazine since it covers all facets of school librarianship. Book reviews are especially valuable.

School Library Media Activities Monthly. Covers all. School Library Media Activities Monthly, 17 Henrietta St., Baltimore, MD 21230
Articles describe specific activities centered on library skills, with many copyright free lesson plans. Monthly calendar of media activities related to a specific day (birthdays, historical events, etc.)

T.H.E. Journal: technical horizons in education. Free. Covers all. http://www.thejournal.com/
Brief descriptions of new products in educational technology, with a few short articles. Annual source guide to high-tech products.

TechTrends: for leaders in education & training. Covers all. Assn. for Ed. Communications & Technology, 1126 16th St. N.W., Washington, DC 20036.
http://www.aect.org:80/Pubs/techtrends.html
Written by AV directors and professionals, contains articles with specific information on equipment and techniques for its use. A resource for keeping up with recent trends in technology. Tables of contents of recent issues and abstracts of feature articles are available online.

VOYA: voice of youth advocates. Covers middle-high school.
http://www.scarecrowpress.com/VOYA.html 1-888-486-9297.
A particularly valuable source of book reviews for secondary librarians.

A more comprehensive list of professional resources for school librarians is available at the following URL: http://www.libertynet.org/lion/periodicals.html

Magazines for Secondary Schools

This list, originally compiled by Della Matthis 3/96 and updated by Lois Petersen 12/99, lists magazines popular with secondary school students. If you are a secondary school librarian, you will want to have as many of these resources as possible. If your budget, however, doesn't allow for this many subscriptions, try to choose at least one from each group.

POPULAR READING

Sports/Health:
Runner's World, Sports Illustrated, Sports for Kids, Women's Sports Fitness

Teen appeal:
Seventeen, Teen, YM, Teen People, Mademoiselle

Celebrity news:
People, Us

Outdoor recreation:
Field and Stream, Outdoor Life, Snowmobile, Mushing, Ski, Flying, Boy's Life
Four Wheel and Off Road, Motorcyclist, Motor Trend, Hot Rod, Dirt Rider, Road & Track, Cycle World, Automobile

Music/Entertainment:
Entertainment Weekly, Guitar Player, Expert Gamer

Technology:
Personal Computing, Compute, Electronic Gaming Monthly, Mac World

GENERAL REFERENCE

Remember that all Alaskans have free access to **Magazines, Newspapers, and More: Full Text Articles for Alaskans**. To reach these resources, just choose the top option on the SLED menu - http://sled.alaska.edu/. There you will gain access to EBSCO and Electric Library databases, the home of a wide selection of current magazine and newspaper articles useful in research on almost any topic. For more information see *Magazines, Newspapers, and More*/M-4.

Despite access to online resources, you will still want to have some on-site access to the magazines most often used by students for reference. On-site subscriptions to at least some of the following magazines would be helpful even if you have access to the online databases.

Alaska Magazine, Alaska Geographic, Career World, Money, Consumer Reports
National Wildlife, Natural History, Discover
Smithsonian, National Geographic, Popular Science, Popular Mechanics
American Health, Current Health, Health, Prevention
Discover, Current Science, Popular Science, Science World
Newsweek, Time, US News and World Report

Magazines, Newspapers, and More (MNM)- Databases for Alaskans

Did you know that all Alaskans now have access anytime of the day or night to thousands of current full-text magazines, newspapers, and more, on a wide range of topics, interests, and reading levels – all FREE of charge from any Internet-capable computer? It's true!

The Databases for Alaskans project was developed through the efforts of the University of Alaska, the Alaska State Library, and libraries throughout the state. In 1998, the legislature funded the purchase of state licenses for EBSCO, Electric Library, and IAC Health Resources - on-line databases containing current information from a wide variety of sources. You'll find articles on education, current events, health, technology, and any other topic reported on in thousands of magazines, journals, newspapers, news broadcasts, etc. Students who want to find age-appropriate articles written in a way young readers can understand will also find what they're looking for. And you'll find it all without having to travel any further than your home or school computer or wait any longer than the time it takes to print or read the article off the screen. Alaskans are no longer isolated from current events of the world due to distance or financial barriers. Access is for all – and it's entirely free for your library.

Most school districts have already reported their IP addresses allowing them to access this information from school computers without need of a password. If your school needs to report/add new IP addresses, contact Jim Boone at the Alaska State Library – (907) 465-2910.

Passwords:

From home computers or schools that have not yet reported their IP addresses, passwords will allow you full access to the databases. Call 1-800-440-2919 for current passwords.

What's Available[1]

EBSCOHost

When connecting to EBSCOHost, click on EBSCOHost Web for the adult interface, or click on Searchasaurus for the children's interface.

- **Academic Search Elite** - Full-text for over 1200 journals covering the social sciences, humanities, general science, multi-cultural studies, education, and much more.
- **MasterFILE Premier** - Full-text for over 1800 magazines and journals including general reference, business, health, current events, and more topics.
- **MAS FullTEXT Ultra** - Full-text for nearly 500 magazines. Includes Middle Search Plus for middle school children, and Primary Search for elementary school children.
- **Business Source Elite** - Full-text for over 900 business, management, economics, finance, accounting journals.
- **Newspaper Source** - Selected articles from more than 100 U. S. and international newspapers.
- **Health Source Plus** - Full-text from over 250 health journals, over 1000 health pamphlets, and 23 health reference books.

[1] From "Information for You: Internet Databases for Alaskans." Informational brochure developed by Fairbanks North Star Borough School District, Elmer E Rasmuson Library, and Fairbanks North Star Borough Libraries, 1999.

Infonautics
Electric Library - Full-text from hundreds of popular magazines and scholarly journals; articles from dozens of newspapers and news wires; television and radio transcripts; children's publications; photographs and maps; reference sources.

Gale Group/Information Access
Health Reference Center - Over 150 full-text journals and selected articles from 1500 general interest magazines. Articles from nursing and allied health journals, consumer health magazines, newspapers and reference books.

How To Use These Databases

1. Connect using any of these URL's.
   Statewide: Just go to SLED http://sled.alaska.edu. Then choose ***Magazines, Newspapers and More*** (MNM) from the top of the menu. Or go directly to the databases by typing:
   http://sled.alaska.edu/databases/home.html
   Fairbanks:
   http://www.uaf.edu/library/databases/
   http://www.northstar.k12.ak.us/lib/online.html
   Anchorage:
   http://www.lib.uaa.alaska.edu/databases/home.html
   http://library.ci.anchorage.ak.us/databases/home.html
   Juneau:
   http://www.juneau.lib.ak.us/databases/
   http://www.eed.state.ak.us/lam/databases/
2. If you are prompted for a user ID or password, contact your local library or phone 1-800-440-2919 and listen to the entire message.
3. Your browser must be set to accept cookies.
4. Select the database you want to search.
5. On the search screen for that database, enter keywords to describe your topic. Some databases allow advanced options for searches, for example, limiting your search to a type of material or limiting by publication dates.
6. Review "Help" screens as needed, or call your local library.
7. Do the search and review the list of results:
   - View available full-text articles
   - Print the articles or other information - or download them to disk or email them to yourself, as needed.
   - Additional software such as Adobe Acrobat may be required for viewing some page formats.

A complete list of accessible titles, information about training opportunities, help numbers for each of the database services, and more is posted on the main webpage - http://sled.alaska.edu/databases/home.html

For more information, contact Lois A. Petersen - lois_petersen@eed.state.ak.us - or Tracy Swaim - tracy_swaim@eed.state.ak.us - at the Alaska State Library – 1 800 776-6566 (or 269-6570 in Anchorage.)

Procedures Manuals

Procedures[1] are simply instructions telling how a certain task is to be done. You may want to write procedures for checking out a book, closing the library, ordering library materials and doing other routine tasks.

How do procedures differ from policies, rules and standards?

- *Policies* are the broad statements of purpose and philosophy that determine decisions and actions. Procedures, rules, and standards are subordinate to policies.

- *Procedures* are a series or sequence of related activities designed to standardize the performance of tasks that are part of a major operation. Procedures are the actions to take in a particular situation.

- *Rules* are regulations and restrictions establishing standards of behavior such as "No Food in the Library." You will want to keep rules to a minimum.

- *Standards* are concerned with outcomes or results. They deal with quality, quantities, and units of productivity.

Why write procedures?

- To establish methods of handling repetitive tasks
- To set standards of performance
- To aid evaluation
- To place the responsibility for performance on the individual
- To provide for continuity of action
- To serve as a training tool for students and volunteers
- To provide for uniform practices
- To strengthen supervision

How to organize your procedures manual?

Use a large loose-leaf notebook with dividers for the topics you want to include such as:

Philosophy
- Include the district mission statement as well as your school and/or school library mission statement

Goals and Objectives
- Include district and school goals and objectives as well as those of your library media center
- Include short and long-term goals

Information Resources
- Collection Development
- Resource Sharing

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[1] From: Kolb, Audrey. *Manual for Small Libraries in Alaska* , 1992.

- Interlibrary Loan

Personnel
- Include the job description and specific job responsibilities of each staff member
- Delineate the responsibilities of the district library coordinator if you have one

Facilities
- Describe the library space requirements and use
- Include floor plans or any specific information regarding space allocation

Library Program
- Instruction
  -Include the library/information literacy skills curriculum
  -Describe the formal program of instruction
  -Describe the informal program for instruction

Services
- List and describe the services of your library
  -Information Resources
  -Instruction
  -Consulting

Evaluation & Reports

Index

Tips for Writing Procedures
- Begin each procedure on a separate page
- Begin with a list of materials needed
- Consider using bulleted outlines or flow charts
- Include a table of contents
- Include an index if your manual is longer than 25 pages
- Use descriptive headings
- Use simple words and as few as possible
- Use positive, direct language
- Organize the text in logical sequence
- Use illustrations
- Define terms that may be misunderstood
- Use a readable font size e.g. 12 pt.
- Have someone test and evaluate the procedure after you have written it
- Check your spelling
- Date each section as you write or revise it
- Update and revise continually

Resources

Cubberley, Carol W. "Write Procedures that Work" *Library Journal.* Sept. 15, 1991.
Kolb, Audrey. *Manual for Small Libraries in Alaska.* Alaska State Library, 1992.

Processing Materials

Pre-Processing Option: (recommended)

Many book jobbers are offering pre-processing of book orders. This service is well worth the costs to many busy librarians. Those who purchase full processing receive shelf-ready orders – spine labels are on the books, pockets stamped with the school address are attached to the book, book card is in the pocket, price of the book is on the book card, pocket, and shelflist card, mylar jackets are on, etc. All that remains is to check books against the purchase order, shelve the books and file the catalog cards. With most of the tedious work done for them, librarians have more time to work directly with students.

Pre-Processing for automated libraries: (recommended)

Pre-processed orders for automated libraries come complete with disks containing electronic cataloging for each purchased book as well as barcode numbers matching those already applied to the books themselves. Again, librarians who choose this option are able to quickly shelve new books or check them out after only the few keyboard strokes needed to upload the cataloging information.

If Pre-Processing is not an option:

The following checklist is a guideline for libraries that use a card catalog and choose to do everything themselves.

Checklist for processing books[1]

_____Unpack boxes
_____Arrange alphabetically by author on book truck
_____Check off on purchase order
_____Pencil price in each book
_____Cover dust jacket with plastic
_____Open and "break in" each book [lay the book spine down, open about one eighth of the book from each end until the spine has been "relaxed" in a gradual process]
_____Verify that the order is correct
_____Stamp with ownership stamp
_____Insert theft detection strip if applicable
_____Insert catalog card packets in each book
_____Check each book with catalog cards for proper classification
    Does classification number on card fit the book?
    Is classification number consistent with the collection?
    If not, check CIP and a recommended source to make the change
    Attach a note to the catalog cards giving the change in the call number
_____Are tracings suitable to the collection?
    If not, on main entry mark through any tracings not to be used; discard the card; make cards for additional tracings

[1] Based on a flow chart from: *Procedures Manual for School Library Media Centers*. Oklahoma State Department of Education, 1986.

_____Is the book a duplicate copy?
If so, pull the shelf list; place in book; discard new cards
Insert shelf card in the new book along with printed card and pocket
_____Return book to book truck
_____Place catalog cards that are ready to file in box marked "filing"
_____Are catalog cards OK?
If not, make all changes according to notes
_____Type purchasing information on the shelf list
_____Place the shelf card in the box marked "Shelf List to File"
_____Type all information on cards & pockets
_____Attach card, pocket, and date due slip in book
_____Type the spine labels
_____Attach labels to cover and book
_____Attach plastic jacket to the book
_____All books go to the librarian for final inspection

Professional Collections for Librarians

There are far too many excellent school library resource books to mention them all here, but this list will give an idea of what is available. Many of these can be borrowed from the School Library Coordinator's office. (Call (907) 269-6569 to check them out.) Also watch the professional journals for recommended new releases designed to provide professional guidance for school librarians.

A to Zoo: Subject Access to Children's Picture Books. 5th ed. Carolyn and John Lima. Bowker, 1998. Lists more than 15,000 fiction and nonfiction titles for preschool through the second grade.

Abridged Dewey Decimal Classification and Relative Index. 13th rev. ed. Joan S. Mitchell. Forest Press, 1997. Concise, one-volume Dewey Decimal Classification System.

An Alphabet of Books : Literature-Based Activities for Schools and Libraries by Robin Works Davis. Alleyside Press, 1995. $14.95. For grades PK-2. Activities include rhymes, fingerplays, chants, games and songs. Literature recommendations are widely reviewed titles commonly available in schools and libraries.

Alaska Native Oral Narrative Literature: a Guidebook and Biblographic Reference. John Smelcer. Salmon Run Press, 1992. Essay on storytelling and folklore in the Alaskan tradition will help teachers understand the Native point of view that underlies these tales. Follows with an extensive bibliography of folktales. Excellent resource material.

Author a Month (for Pennies). Sharron L. McElmeel. Libraries Unlimited, 1988. $24.50.
Author a Month (for Nickels). Sharron L. McElmeel. Libraries Unlimited, 1990. $24.00.
Author a Month (for Dimes). Sharron L. McElmeel. Libraries Unlimited, 1993. $23.50.
Grades 4-8. Three excellent collections of biographical and bibliographical materials on children's authors; emphasis on displays and classroom activities highlight their books.

Books Kids Will Sit Still For: The Complete Read-Aloud Guide. 2nd rev. ed. Judy Freeman. Bowker, 1990. $39.00. More than 2,100 recommended titles for children from preschool through the sixth grade. Annotated read-aloud lists arranged by grade level, bibliography and indexes for author, title, illustrator and subject.

Eyeopeners II! Children's Books to Answer Children's Questions About the World Around Them. Beverly Kobrin. Scholastic, 1995. More than 800 non-fiction books are recommended and annotated. Many have activities recommended. See also ***Eyeopeners!: How to Choose and Use Children's Books About Real People, Places, and Things***. Beverly Kobrin. Penguin, 1988.

Indispensable Librarian: Surviving (and Thriving) in School Media Centers in the Information Age. Doug Johnson. Linworth, 1997. A workbook that is full of outlines, checklists, and samples to help school librarians perform their best in the information age.

Information Power: Building Partnerships for Learning. American Association of School Librarians and Association for Educational Communications & Technology. American Library Association, 1998. Sets forth guidelines for developing the school library media programs needed to prepare students for success in the next century.

Internet and Instruction: Activities and Ideas. Second edition. Ann E. Barron. Libraries Unlimited, 1998. Provides basic information about the benefits of the Internet for teachers, students, media specialists, and administrators. Focus is on lesson plans and activities to encourage exploration and integration into instruction.

Inventive Teaching: The Heart of the Small School. Judith S. Kleinfeld, G. Williamson McDiarmid, and William H. Parrett. College of Rural Alaska, University of Alaska Fairbanks, 1992. An updated and revised rewriting of *The Teacher as an Inventor,* focused on education in small, rural Alaskan schools. Describes innumerable resources, programs, and opportunities for teachers in Bush schools. Would be just as valuable in city programs.

Librarian's Yellow Pages. Available free to librarians. Call (800) 235-9723 or fax your request to (914) 833-3053. You can also access it in full-text on the web at www.LibrariansYellowPages.com.

New Steps to Service: Common Sense Advice for the School Library Media Specialist. Ann Wasman. American Library Association, 1998. Presents the basic steps for creating and maintaining an effective school library media center.

Power tools: 100+ essential forms and presentations for your school library information program. Joyce Kasman Valenza. American Library Association, 1998. High-school librarian Valenza simplifies her peers' jobs by providing templates of ready-made forms for everything from library passes to rubrics for research papers. The package contains a booklet and CD-ROM that cover public relations, day-to-day operations, information skills, graphic organizers, and the Internet.

Read-Aloud Handbook. rev. ed. Jim Trelease. Penguin, 1985. $8.95. A guide for parents and teachers. Discusses the "effects of reading aloud to children of all ages." Includes list of good books for reading aloud. Also ***New Read-Aloud Handbook.*** Penguin, paper, $9.95. Jim Trelease.

Read for the Fun of It: Active Programming with Books for Children. Caroline Feller Bauer. H. W. Wilson Company, 1992. A collection of ideas to encourage adults to introduce children to the wonders of the printed word.

Recommended Literature: Grades 9-12. Language Arts and Foreign Language Unit, California Department of Education. The Dept., 1990. $5.00 paperback. Grades 7-12. Annotated bibliographies with a strong emphasis on culturally relevant books and readings for California students in grades K-8 and 9-12. Annotations are arranged alphabetically by title. Includes author index.

School Library Management Fourth Edition. Book Report. Linworth, 1998.

Sears List of Subject Headings. 16th ed. Minnie Earl Sears, Joseph Miller, ed. Wilson, 1997. $60.00. List of subject headings used in small library catalogues included.

Public Relations (PR)

There are two main reasons to actively become involved in library PR –

To promote the library and its use.
To protect the library staff and budget from reduced levels of support.

To survive the financial crunch we are currently experiencing in Alaskan education, the school library itself, its staff, and its programs must be seen as a vital to the educational program by those who use it, administrators who support it, and the community it serves. All these groups must be regularly reminded that high student achievement is aided by and even dependent upon strong school library media programs.

Public relations can be seen as a two-step process:

Step 1 – do something good
Step 2 – tell someone

Alaskan school librarians do a wonderful job on step one, but need to spend more time with step two so that the good work and positive results of that work are not overlooked by those making budgetary decisions affecting the school library program.

Below is a checklist[1] to give you some ideas for expanding your public relations program in order to reach more members of the community you serve:

- ❑ Are teachers and community members on your selection committee? You could send them copies of catalogs and ask for their suggestions. The key element here is to make them aware of your budget for books. Nothing makes teachers or the public more aware of the plight of library funding than seeing how few new books or periodicals can be ordered with existing money.
- ❑ Do you have a camera loaded with black-and-white film in your library for taking photographs for the local newspaper or library bulletin board?
- ❑ Do you have news releases going to all local media, including the school newspaper? Publicity should be used to sell not only the library services but also its policies, objectives and goals.
- ❑ Do you have a slide show or video presentation on the many aspects of the library? Have you shown it to community and service organizations?
- ❑ Do you contact the local cable television office about coming events?
- ❑ Do you hold contests regularly?
- ❑ Do you regularly reach out to senior citizens?
- ❑ Is there a suggestion box in the library?

[1] Haskvitz, Alan. "It Starts In the Lunchroom." From *School Library Management Fourth Edition*. Worthington, OH: Linworth, 1998.

- ❑ Do you keep a running total of circulation figures and do you publicize it?
- ❑ Do you ask teachers what students are studying so you can make suggestions to teachers and reserve books and materials?
- ❑ Do you take outdated, unneeded, and unused books to the cafeteria for students to read during their lunch periods? Is there a box of books for the students to read under a tree during recess or while waiting for the rain to clear?
- ❑ Do you involve students and parents in setting up library displays?
- ❑ Does school policy allow use of the library for community meetings?
- ❑ Can you offer the library as a place to house public forums?
- ❑ Do you regularly send a newsletter to teachers and parents featuring new library materials and programs? Make sure to include names and faces of students involved in using library materials or participating in library programs.

For additional ideas, contact the School Library Coordinator at (907) 269-6569.

Reading Promotion Programs

The Alaska State Library Coordinators' office in Anchorage has a file of summer reading programs that have been used all over the United States. Many of these programs can be easily adapted for school programs. They contain flyers, bookmarks, games, booklists, suggestions for parties, etc. Files can be borrowed by contacting the office (269-6569). The programs are listed by theme.

ADVENTURE	Summer Bookaneers: Sign on with Captain Book Al's Wacky Summer Vacation Captain Hook - Readopoly Read Up a Storm Wild About Reading Catch the Beat Reading Rodeo Celebrate Our Love of Reading Adventure Begins at Camp Read-a-lot Magic School Bus Passport to Reading
AMERICA	Be a Star - Read! A Star-Spangled Summer
ANIMALS	Wild About Reading Read & Talk With the Animals at Your Library Go Wild! Read! Reading is a Natural Panda Monium at the Library Cool Cat/Hot Books
BOOK & MUSIC TAKEOFF	Leap into Books Read Around the Clock
CIRCUS	Al's Amazing Summer Circus Under the Big Top
DINOSAURS	Dino-Mite Read-a-thon
FAIRY TALES/CASTLES & DRAGONS	Sir Al and His Summer Knights Flights of Fantasy
FOOD	Scoop up a Good Book Book Banquet
HUMOR	Reading for the Fun of It It's Readiculous: Read For the Fun of it

IMAGINARY THINGS/MAGIC	Summer Magic Hare Houdini Spinning Yarns! Telling Tales! Incredible Dream Machine Creature Features
MISCELLANEOUS	Master Gardener Reading is Dino Mite Silver Summer Scrapbook Footloose A Sendak Celebration; Let the Reading Begin! Hats Off to Books (clothing theme) Quest for Enchantment
MISC (cont)	Read - Funtastic Super Summer Reader Celebrate! Read! Star Spangled Summer Rock 'N' Read (music/dance) Meet McRead Join the Book Bunch Ticket to Read
MYSTERY	Undercover Readers Mysterious Summer: Case No. 1991 Unlock the Mystery Be a Super Sleuth-Investigate the Library
REGIONAL	Sakes Alive-We're 75 Arizona Read Arizona Idaho Jones & the Great State Adventure Quest for Enchantment; Treasure Reading Celebrate Vermont!
SAFARI	Book Trip to Africa Super Summer Safari Unlock Your Universe with Books
SPACE	Totally Terrific Time Treks
SPORTS	Sportacular Summer
SUMMER	Summertime, Anytime, Booktime Silver Summer
TRAVEL/MULTI-CULTURAL	Reading On the Move The Whole World in a Book Ticket to Read: Explore New Worlds Wheels, Wings N' Words Al's Wacky Summer Vacation

VEHICLES	All Aboard the Reading Railroad Wheels, Wings N' Words Reading Rainbow
WATER	Al's Summer Splash Dive into Reading Summer Splash

Reference Books

School libraries need a wide selection of standard and updated reference works. The suggested reference works below are based on a list developed by Alan McCurry, District Librarian, Yukon-Koyukuk School District[1] for the libraries in his district. The list was checked for new editions and price changes in December 1999. New reference titles were added, most out of print titles were dropped, and Alaska materials were moved to *Alaskana*/A-4. Although some of these titles are not recent publications, the information is of high quality and it would be good to retain them in your collection.

When your own reference materials are insufficient to answer a question, contact the Reference Assistance Desk at Anchorage Municipal Libraries at 1-800-261-2838 for help.

Ainslie's Complete Hoyle. Tom Ainslie. Simon & Schuster, 1979. $15 (paperback). Grades 7-12. Includes rules for all indoor games played today. Divided into four sections: card games, board and table games, gambling casino games, and "games for club car and tavern".

Amateur Astronomer's Handbook. 3rd ed. James Muirden. Harper, 1987. $24.95. Grades 7-12. Guide to viewing the skies. Includes glossary, reading lists, tables of astronomical phenomena. Illustrations and index.

American Heritage Dictionary of American Idioms. Christine Ammer. Houghton, 1997. $30.00. Defines almost 10,000 American idiomatic words and phrases.

American Heritage Dictionary of the English Language. 3rd college ed. William Morris, ed. Houghton, 1992. $45.00. Grades 9-12. Readable, up-to-date, attractive, and well-illustrated desk dictionary for general use. Usage notes represent the consensus of a usage panel; "central" meaning is listed first.

American Heritage First Dictionary. Houghton Mifflin, 1998. $10.50. Grades 1-3. Designed for 3rd to 4th grade students; many illustrations.

American Reader: Words that Moved a Nation. Diane Ravitch. Harper Collins, 1991. $13.50 (paperback). A multicultural anthology of literature, the first of its kind. A fascinating collection of speeches, documents, poems, songs, photographs and illustrations that captures the many-faceted "American spirit in words and images."

American Red Cross First Aid and Safety Handbook. American Red Cross Staff, Little, Brown & Company, 1992. $29.95; $14.95 paperback. Demonstrates how to handle every type of first aid problem, from cuts and scrapes to cardiac arrest. Based on course materials used by Red Cross Chapters across the country, this authoritative handbook provides detailed instructions and illustrations.

Anniversaries and Holidays. 5th ed. Ruth Wilhelme Gregory. ALA, 1999. $45.00. Grades 9-12. Comprehensive record of important dates in calendar year order: first, calendar of fixed dates and reason for celebration; second, calendar of movable days, subdivided by various calendars (Christian, Jewish, etc.)

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[1] *Reference Catalog.* Fairbanks, Alaska: Yukon-Koyukuk School District Media Center, 1992.

Artist's Handbook of Materials and Techniques. 5th ed. Ralph Mayer. Viking, 1991. $30.00. Grades 7-12. Excellent guide for the amateur and professional encompasses all aspects of the materials and techniques employed by today's artist, as well as traditional methods of the past.

Atlas of the North American Indian. Carl Waldman. Facts on File, 1995. $35.50. Grades 7-12. A comprehensive geographical reference on the Indian of the U.S. Canada, and Mexico with 120 Maps, 75 photographs, chronology, indexes, and bibliography. Arranged in chapters by broad subjects like Ancient Indians, Indian Lifeways, Indians and Explorers, Indian Wars, Land Cessions, and Contemporary Indians.

Audubon Society Field Guide to North American Rocks and Minerals. Charles W. Chesterman. Knopf, 1979. $15.20. Grades 4-12. Pocket guide providing color photos and descriptions of some 232 mineral species and forty types of rocks. Includes guide to mineral environments, glossary, bibliography, and indexes.

Authors of Books for Young People. 3rd ed. M. Ward and D. Marquardt. Scarecrow, 1990. $68.50. Grades 8-12. Biographical dictionary of 2,161 children's authors with short biographies, book lists, and a coded reference to the Wilson author series for additional information.

Barron's Profiles of American Colleges. (Regular updates) $24.00. Grades 10-12. Comprehensive guide to about 1650 U.S. colleges and universities. Especially useful to guidance counselors. Arranged alphabetically by state with index of colleges.

Bartlett's Familiar Quotations. 16th ed. Little, 1992. $33.25. Grades 4-12. Standard collection of "passages, phrases & proverbs traced to their sources in ancient & modern literature". Authors arranged in chronological order from ancient times to present. Author and key-word indexes.

Benet's Reader's Encyclopedia.. 4rd ed. Bruce Murphy, ed. Harper Collins, 1996. $35.00. Grades 9-12. One-volume literary handbook, which aims to cover the entire field of terms and movements, arranged alphabetically.

Book of World Famous Music; Classical, Popular and Folk. 4th ed. rev. & enlarged. 1995 James J. Fuld. Dover Publications, 1995. $15.95. Grades 9-12. The history of Several thousand songs, tunes, etc. each printed with "musical signature", and words (if appropriate) also brief history of melody and biographical sketch of composer. Indexed by musical theme.

Brownie Girl Scout Handbook. Girl Scouts of the USA, 1993. $9.50. Grades 1-3.

Bulfinch's Mythology. Thomas Bulfinch. Random House, 1999. $13.56 (paperback). Grades 7-12. Contains myths of Greece and Rome, Egypt, the Far East, Germany, and the Norse myths; also legends of King Arthur, Charlemagne and Mabinogion.

The Columbia Granger's Index to Poetry in Anthologies. 11th ed. Edith P. Hazen, ed. Columbia University, 1998. $200.00. Grades 10-12. Formerly *Grangers' Index to Poetry*. Provides ready access by title, first line, last line, author, and subject to volumes of poetry in anthologies. Earlier editions should be kept--they cover anthologies that have since been omitted.

Concise Dictionary of Indian Tribes of North America. 2nd rev. ed. Barbara Leitch. Bowker, 1997. While each entry is designed to give in capsule format a sketch of the tribe it highlights, the net effect of the dictionary is to preserve an intelligible overview of what we do know about the Indians of North America.

Concise Oxford Dictionary of Proverbs. 2nd ed. Oxford University Press, 1992. $25.00 An abridgment of the *Oxford Dictionary of Proverbs;* it deals principally with proverbs known in the twentieth century; contains more than 1,000 proverbs.

Culturgrams: The Nations Around Us, Vol. 1-2. Brigham Young University. Ferguson Publishing Co., revised regularly. $90.00. Grades 6-12. Vol. I: The Americas & Europe; Vol. II Africa, Asia, & Oceania. Useful for the traveler or student, each entry provides information about the language, manners and customs of a particular country. Entries also include background population, land, economy, religion, holidays, history, climate, and government. (Also available in electronic format.)

Encyclopedia Americana. Americana Corp., annual. price varies, usually about $750.00. Grades 9-12. Good general audience encyclopedia with special strength in topics of American interest: history, literature, biography. Signed articles, comprehensive index.

Encyclopedia of American History. 7th ed. Richard B. Morris, ed. Harper Collins, 1996. $38.50. Grades 4-12. Quick reference on American history, life and institutions. Chronologies, biographies, 40 page section listing Presidents, their Cabinets, Supreme Court Justices, Declaration of Independence, Constitution.

Encyclopedia of Native American Tribes. Carl Waldman. Facts on File, 1987. $31.50. Grades 7-12. A comprehensive alphabetical encyclopedia of the culture and history of more than 150 Indian tribes in the U.S. Canada, and Mexico with 272 colored illustrations, indexes, and bibliography. Arranged by tribe or people.

Facts about the Presidents. 6th ed. Joseph Nathan Kane. Wilson, 1993. $75.00. Grades 5-8. Standard fact book about the Presidents. Part 1 is arranged in presidential order, containing information about family, election, cabinet, Vice President. Part 2 gives Comparative data.

Facts on File Dictionary of Proverbs. Rosalind Fergusson, editor. Facts on File Incorporated, 1983. $27.95. Collection of over 7,000 proverbs contains the familiar and unfamiliar drawn from over all periods and all nations; arranged alphabetically by category.

Facts Plus: An Almanac of Essential Information. 4th ed. Susan C. Anthony. Instructional Resources (Anchorage), 1999. $15.95. Grades 2-8. A simple "user-friendly" student almanac of miscellaneous "essential" information written by an Anchorage teacher who needed an easy-to-use-and-read source of hard-to-find information organized by 10 broad subjects like "Time and Space," "United States," "Libraries and Books." Includes bibliography and index.

Famous First Facts. 5th ed. Joseph Nathan Kane. Wilson, 1997. $95.00. Grades 4-12. More than 9,000 firsts in America, pertaining to people and to events that have occurred in the U. S. Facts arranged alphabetically by subject with four indexes: Years, Days of the Month, Personal Names, and Geographical.

Field Guide to Animal Tracks. Roger Tory Peterson. Houghton, 1998. $21.60. Grades 6-10. Recognized classic on the subject. Illustrated guide describes the tracks, droppings, and marks left on bones and leaves by an army of wild animals. Includes miscellaneous information on the habits of wild creatures.

Field Guide to Prehistoric Life. David Lambert. Checkmark, 1994. $25.95. Grades 4-12. A field guide to fossil life from one-celled plants to homo sapiens. Fully illustrated with hundreds of original drawings, diagrams and maps. Index.

Field Guide to Western Birds. 3rd ed. Roger Tory Peterson. Houghton, 1998. $21.60. Grades 4-12. Includes Field marks of all species found in North America west of the 100th meridian, with a section on the birds of the Hawaiian Islands.

First Dictionary of Cultural Literacy: *What Our Children Need to Know.* E.D. Hirsch, Jr. Houghton Mifflin Company, 1991. $9.95 paperback. Presents an outline of the knowledge that should be acquired by the end of 6th grade according to the Cultural Literacy Foundation in such categories as literature, religion, philosophy, history, geography, and science.

Gardner's Art Through the Ages. 9th ed. Horst De La Croix. Harcourt, 1987 to 1991. $26.00 paperback. Grades 9-12. Vol. 1 Ancient, Medieval & Non-European Art; Vol. 2 Renaissance & Modern Art. Standard work of art appreciation for the student covering painting, sculpture, architecture and some decorative arts from prehistoric times to the present.

Goode's World Atlas. 18th ed. Epenshade, Edward Jr., editor. Rand McNally, 1989. $28.95. Grades 4-8. Includes wealth of statistical information on climate, soils, resources, industries, populations, etc. Maps of cities and their environs especially useful.

Gregg Reference Manual. William A. Sabin. 7th ed. Glencoe, 1992. $27.51; $15.00 paperback. Useful for middle school through adult as a guide to writing.

Guinness Book of Records. Donald McFarlan, ed. Facts on File, annual. $24.95 Grades 4-12. Lists records of all kinds, including which is the smallest fish ever caught, the most expensive wine, the greatest weight lifted by a man, the world 's longest horse race or the longest river in the world.

Hammond Atlas of the World. Hammond, 1994. $39.95; $27.95 paperback. Grades 7-12. Political and physical maps including those showing rainfall, vegetation, population, etc. Index gazetteer lists cities of the world with inset city street maps of some large cities.

Handbook of North American Indians. Multi-volume. Smithsonian Institute. Grades 7-12. Encyclopedic, detailed "summary of what is known about the prehistory, history, and cultures of the aboriginal peoples of North America north of Mexico". An invaluable resource.

Vol. 04 History of Indian, White Relations. Smithsonian ., 1988. $55.95. Grades 7-12.
Vol. 05 Arctic. Smithsonian Institution, 1985. $56.95. Grades 4-12.
Vol. 06 Subarctic. Smithsonian Institution, 1990. $55.95. Grades 4-12.
Vol. 07 Northwest Coast. Smithsonian Institution, 1990. $55.95. Grades 4-12.
Vol. 08 California. Smithsonian Institution, 1990. $55.95. Grades 4-12.
Vol. 09 Southwest. Smithsonian Institution, 1990. $53.95. Grades 4-12.
Vol. 10 Southwest. Smithsonian Institution, 1983. $55.95. Grades 4-12.
Vol. 11 Great Basin. Smithsonian Institution, 1986. $69.75. Grades 4-12.
Vol. 12 Plateau. Smithsonian Institution, 1998. $65.95. Grades 4-12.
Vol. 15 Northeast. Smithsonian Institution, 1990. $65.00. Grades 4-12.
Vol. 17 Languages. Smithsonian Institution, 1997. 74.00. Grades 4-12.

HarperCollins Bible Dictionary. rev. ed. Paul J. Achtemeier, ed. Harper- Collins, 1996. $45.00. Grades 10-12. Identifies people, places and events in the Bible, defines biblical terms, and gives references, history, etc. Maps, illustrations, index.

History of Art for Young People. 4th ed. H.W. Janson and Anthony F. Janson. Harry N. Abrams, 1992. $35.00 A fascinating overview of human artistic development. From the cave art of our earliest ancestors and the wonders of ancient Egypt, Greece and Rome, it takes us through the Gothic and Renaissance periods into Modern Day art and architecture.

History of Art. 5th ed. Horst W. Janson. Abrams, 1995. $60.00. Grades 9-12. Standard Art history text covering the field from prehistoric cave paintings to pop art and photo realism. Chronological arrangement with some geographical subdivisions. Covers Western art primarily. Maps, chronologies, glossary, and bibliography.

Holy Bible: New King James Version. Nelson, 1982. $12.95. Grades 4-12. Replaces 17th century verb forms and second-person pronouns of the classic translation and updated archaic terms, but keeps to a conservative editorial line.

How Nature Works: One Hundred Ways Parents and Kids Can Share the Secrets of Nature. Reader's Digest Association, 1991. $24.00. Looks at the world of nature as well as shows the reader how to uncover the secret of plants and animals by employing an exciting hands-on approach.

How Science Works: One Hundred Ways Parents and Kids Can Share the Secrets of Science. Judith Hann. Reader's Digest Association, 1991. $24.00. Full-color illustrations and step-by-step instructions show exactly how to carry out each experiment and a lively text explains even the most complex scientific principles simply and clearly.

How Things Work. 1st American ed. Messner, 1983. Grades 3-8. (Also **How Things Work.** Donald J. Crump, ed. National Geographic Society, 1983. $8.95. Grades 3-8. Explains the operation of 21 devices, some as basic as the toaster, others as complex as the laser. Sharp full-color photographs and easy-to-understand explanations. Good for browsing.

Information Please Almanac; Atlas & Yearbook. Houghton, annual. $24.95. Grades 4-12. An almanac of miscellaneous information, with a general topic arrangement and a subject index. Supplements World Almanac; each contains information not in the other.

Joy of Cooking. Irma Rombauer. Simon & Schuster, 1997. $29.50. Grades 7-12. All-purpose cookbook containing some 4,300 recipes. Sections on entertaining, menu planning, canning, salting, smoking, freezing. Includes nutrition and calorie charts; definitions and tables.

Junior Girl Scout Handbook. Girl Scouts of the USA. 1994. paperback. Grades 3-6.

Keepers of the Earth: Native American Stories and Environmental Activities for Children. Michael J. Caduto and Joseph Bruchac. Fulcrum, 1988. $19.95. Grades 7-12. A collection of Native American stories like "The Earth on Turtle's Back" and "How Raven Made the Tides" that uses them as the basis for class discussions and questions, indoor and outdoor learning activities, and suggestions for teaching about ecology. Includes useful illustrations and indexes.

Kingfisher Science Encyclopedia. Catherine Headlam. Larousse Kingfisher Chambers, 1993. $39.95. Grade 3+ Single volume encyclopedia presenting articles on scientific and technological topics arranged in alphabetical order.

Law Dictionary. 3rd ed. Steven H. Gifis. Barron's, 1991. $12.95 paperback. Grades 9-12. Definitions of legal terms.

Lincoln Writing Dictionary for Children. 2nd ed. Harcourt Brace & Company, 1994. $17.95. Complete 35,000 word dictionary with 700 illustrations that help teach writing as one looks up definitions, spelling and pronunciation.

Macmillan Dictionary of Quotations. Macmillan, 1989. $35.00 Compilation of more than 20,000 quotations selected for interest, relevance or wit; contains thematic and biographical entries.

Macmillan Very First Dictionary: A Magic World of Words. Macmillan, 1983. $10.95. Grades 1-3. Designed for children who are beyond picture word books but not ready for full-fledged dictionaries. More than 1500 words.

Macmillan Visual Dictionary. Multilingual ed: English, French, Spanish, German. Bowker, 1994. $60.00. Covering 600 subjects, it identifies more than 25,000 terms by the use of thousands of detailed, accurate illustrations.

Manual For Writers of Term Papers, Theses and Dissertations. 5th ed. Kate Turabian. U. of Chicago Press, 1996. $27.50. Grades 9-12 Step-by-step guide to the research paper. Includes formats for notes, bibliographies.

Mathematics Illustrated Dictionary: facts, figures, and people. Rev. ed. Jeanne Bendick. Watts, 1989. $15.82. Grades 7-12. Includes definitions and formulas, explanation and examples, and history. Defines terms and identifies people noted in the fields of geometry, algebra, statistics, trigonometry, and business math.

McGraw-Hill Encyclopedia of Science and Technology. McGraw-Hill, 1997. $1900.00. Grades 9-12. Expensive. Authoritative, well-written, clearly explained, and fully illustrated scientific-technical information. All major natural sciences and their applications.

Merck Manual of Diagnosis and Therapy. 17th ed. Robert Berkow, ed. Merck, 1999. $35.00. Grades 9-12. Provides physicians and informed lay persons with the latest research in the diagnosis and treatment of disease. Classified arrangement; revised frequently; index.

Mythology of North America. John Bierhorst. Morrow, 1986. $13.00. Grades 7-12. Summary of major themes and characteristics of North American Indian lore considered "old, sacred, or true" by its tellers. Themes presented in 11 cultural regions (maps included) beginning with the Northwest Coast.

National Geographic Book of Mammals. National Geographic Society, 1998. Grades 3-8. $31.96. Arranged in alphabetical order, each entry includes the common name of the mammal, pronunciation guide, a range map, a fact box, a photograph and cross references.

National Geographic Historical Atlas of the U.S. National Geographic Society, 1988. Grades 4-12. Excellent historical atlas of the U.S. Maps are mostly political, but contain much physical and cultural information as well.

National Geographic Index, 1888-1988. Nat. Geo. Soc., 1989. $26.95. Grades 4-12. Cumulative author, title, and subject index to the last 100 years of the National Geographic Magazine. Includes useful photographs and facts taken from issues of the magazine.

National Geographic Picture Atlas of Our Universe. Roy Gallant. National Geographic Society, 1994. Grades 7-12. Visually stunning encyclopedic atlas of the universe, profusely illustrated with photos, paintings, diagrams, maps, charts. Informative chapters on astronomical breakthroughs, and space travel.

National Geographic Picture Atlas of Our World Rev. ed. National Geographic Society, 1993. $27.50.

National Zip Code and Post Office Directory. USGPO, annual. Grades 7-12. Useful source not only for zip codes and post offices, but for addresses in major cities. Includes addresses, hospitals, government buildings, apartment buildings.

New Book of Knowledge. Grolier, annual. Multi-volume set. Call or write for information.

New Illustrated Dinosaur Dictionary. Helen Sattler. Lothrop, Lee & Shepard Books, 1990. $24.95. A dictionary with entries for all known dinosaurs and other animals of the Mesozoic Era as well as general topics relating to dinosaurs.

New International Wildlife Encyclopedia. Purnell, 1979. $219.50. Grades 4-12. A simple illustrated overview useful for younger students.

New Roget's Thesaurus in Dictionary Form. rev. ed. Norman Lewis. Putnam, 1986. $4.95 paperback. Grades 7-12. Each entry refers user back to a main category, within which the terms are listed by noun form, with synonyms following.

Norton Anthology of American Literature. Vol. 1 & 2. 3rd ed. Nina Baym, ed. Norton, 1989. $35.95 each; paperback. Grades 9-12. Comprehensive collection of important works of American literature. Introductory material on each author.

Norton Anthology of English Literature, Major Authors. 5th ed. M. H. Abrams, ed. Norton, 1987. $39.95 hardcover; $35.95 paperback. Grades 9-12. Major works from Romantic to Modern periods.

Norton Anthology of Modern Poetry. 2nd ed. Richard Ellmann, ed. Norton, 1988. $39.95 paperback. Grades 9-12. Major poets writing in English from Whitman to the present. Valuable bibliography lists numerous works on modern poetry and poets.

Norton Anthology of Poetry. 3rd ed. A. Allison, ed. Norton, 1986. $29.95 paperback. Grades 9-12. Classic Collection of British and American poetry from before Chaucer to the present. Ordered chronologically with poets appearing according to their dates of birth. Indexed by poet, title, first line; includes glossary.

Notable American Women 1607-1950. vol.1-3. Harvard U. Press, 1971. $45.00 paperback only. Grades 7-12. Biographical sketches of more than 1,350 women of accomplishment. Scholarly, signed articles with bibliographies.

Occupational Outlook Handbook. USGPO, biennial. $25.95. Grades 10-12. Forecasts demand for all major occupations, including potential earnings, qualifications, working conditions, etc.

Official Boy Scout Handbook. 10th ed. Robert C. Birkby. Boy Scouts of America, 1992. $5.00 Grades 4-12. Material on scouting, badge requirements, good citizenship, etc. is presented for members, but others can benefit from information on camping, wildlife, signaling, first aid, and weather.

Oxford Companion to American Literature. 6th ed. James D. Hart. Oxford University Press, 1995. Grades 9-12. In alphabetic arrangement, includes short biographies of American authors, summaries of more than 1,100 important American literary works, definitions and historical outlines of literary movements, and more.

Oxford Companion to English Literature. 5th. ed. Margaret Drabble, ed. Oxford University Press, 1995 $55.00. Grades 10-12. A newly revised version of Harvey's classic handbook covering authors, works, literary societies, history, styles, and a miscellany of related terms.

Oxford Dictionary of English Christian Names. 3rd ed. E. G. Withycombe. Oxford U. Press, 1977. $15.95. Grades 7-12. Pronunciation, meaning, and derivation of English first names, from Aaron to Wystan. Includes list of common words derived from Christian names.

Oxford Dictionary of English Etymology. Charles T. Onions, ed. Oxford University Press, 1992. $65.00. Grades 7-12. Authoritative work tracing the history of common English words back to their Indo-European roots. The most complete and reliable etymological dictionary ever published.

Oxford Dictionary of Nursery Rhymes. 2nd Ed. Iona Opie, ed. Oxford University Press, 1998. $45.00. Grades 7-12. Collection of 550 rhymes, songs, riddles arranged alphabetically by key word. Notes on each give approximate age, first appearance in print, literary and historical associations, parallels in other languages.

Raintree Steck-Vaughn Illustrated Science Encyclopedia. Raintree Stech-Vaughn, 1996. 18 volumes. $470.00. Grade 3+. Set of 18 volumes presenting information on general scientific topics.

Riverside Shakespeare. William Shakespeare. Houghton, 1974. $53.56 Grades 9-12. Rapidly becoming a standard reference work, this is aimed at the current-day reader. Has valuable introductions to the major genres, plus a general introduction.

Robert's Rules of Order. 11th rev. ed. William J. Robert. R. R. Bowker, 1990. $18.95. Standard reference for parliamentary procedure.

Robert's Rules of Order: Original 1876 Edition. Henry M. Robert. rev. by Darwin Patnode. Berkeley, 1989. $14.99. Grades 7-12. Rules for conducting meetings following parliamentary procedures updated and clarified with charts and samples.

Rules of the Game: The Complete Illustrated Encyclopedia of All the Major Sports of the World. Diagram Group. St. Martin's, 1995. $15.95 paperback. Grades 4-12. A comprehensive guide covering more than 150 major competitive sports from Archery and Basketball to Volleyball and Yacht racing. Includes a short history, synopsis, and description of playing area, equipment, players, procedures, scoring, regulations, and the rules for each.

Snowmobile Service Manual. Intertec Publishing Corporation, 1991. $24.95 Grades 9-12. Guide to snow machine repair.

State Names, Flags, Seals, Songs, Birds, Flowers,... Symbols. Shearer. Greenwood Press, 1994. $49.95 Grades 4-12. Arranged by subject, them by state. Gives historical background with bibliographical references on origins and adoptions of all state symbols.

Story of America; A National Geographic Picture Atlas. John Anthony Scott. National Geographic Society, 1992. $21.95 paperback only. Grades 4-12. Story of the land that is now the continental U.S. from Paleolithic times to the Vietnam era. Numerous maps, illustrations.

Story of Philosophy. Will Durant. Simon & Schuster, 1967. $14.95 paperback. Grades 10-12. The lives and opinions of the greater [Western] philosophers, written with clarity and humor.

Teacher's Treasury of Quotations. Bernard E. Farber. McFarland & Company, 1985. $39.95 The quotations in this book represent many countries cultures and periods of history. Some were included for their historical interest; others for their insight into contemporary education and today's world.

Telephone Directories of Your Local Area. Grades 4-12. Valuable tool for discovering community resources.

Times Atlas of the World. 10th ed. Random House, 1999. $175.00. Grades 9-12. Outstanding atlas of the world. Striking maps supplemented with informative text. Stresses economic and social as well as political aspects of each country.

Times Atlas of World History. 4th ed. Geoffrey Barraclough, ed. Hammond, 1993. $95.00. Grades 7-12. Outstanding historical atlas. Striking maps supplemented with informative text, some illustrations. Stresses economic and social history as well as political.

Trees of North America. Alan Mitchell. Facts on File, 1987. $35.00. In an accessible family-by-family, species-by-species format, more than 500 species and 250 varieties of cultivars described and illustrated.

United States Government Manual. USGPO, annual $41.00. Grades 7-12. The official organization handbook of the federal government. Main section describes the agencies of the legislative, judicial and executive branches; also independent agencies, commissions and boards.

Way Things Work. David MacCaulay. Houghton Mifflin, 1988. $29.45. Grades 3-12. An excellent illustrated guide to technology tracing the workings of hundreds of machines from levers to lasers and cars to computers. Arranged in four major parts from the mechanics of movement to electricity and automation. Includes a glossary of terms and an index to machines, inventors, and subjects

Webster's Intermediate Dictionary. Merriam, 1986. $8.96. Grades 5-6. Aimed at the young teenager, this dictionary has some 57,000 entries. Excellent section "Using your Dictionary".

Webster's New Biographical Dictionary. Merriam, 1995. Grades 4-12. International in scope, contains information on more than 30,000 men and women of all historical eras and fields of endeavor. Birth and death dates, major accomplishments, influence of each person.

Webster's New Dictionary of Synonyms. Phillip P. Gore. Merriam, 1984. $19.95. Grades 7-12. Discriminates groups of similar words and provides illustrative quotes. Alphabetically arranged with numerous cross-references.

Webster's New Geographical Dictionary. Merriam, 1988. $24.95. Grades 7-12. Pronouncing dictionary of more than 47,000 geographical names, including not only current but also historical names from biblical times, ancient Greece and Rome. Also gazetteer information, brief histories.

Webster's Third New International Dictionary of the English Language. Merriam, 1993. $119.00. Grades 7-12. The largest and most prestigious dictionary published in the U. S. Covers English language in use since 1755. The most reliable, comprehensive and up-to-date unabridged dictionary.

What's What: A Visual Glossary of the Physical World. Reginald Bragonier. Smithmark, 1994. $15.95. Grades 3-12. Drawings or photographs of hundreds of common objects identify their visible parts (and sometimes more), and an extensive index gives excellent access.

Words from the Myths. Isaac Asimov. Houghton Mifflin, 1961. $14.95. Grades 7-12. Informal retelling and discussion of the myths to point out the scores of words rooted in mythology and explain their English usage. For browsing and reference.

World Almanac and Book of Facts. World Almanac. annual. $24.95. Grades 4-12. Contains much statistical information for current and preceding years, important events of the year, associations and societies, many other items. Strong on consumer economics and TV.

World Book Dictionary. 2nd ed. Clearance L. Barnhart, ed. World Book-Childcraft, 1993. about $100. Grades 4-12. Designed to complement World Book Encyclopedia. Defines all words and acronyms used in Encyclopedia, but excludes biographical and geographical information. Quite comprehensive coverage of vocabulary of present-day English.

World Book Encyclopedia. Field Enterprise, annual. $500+ Grades 4-12. Clear, concise, factual, easy-to-read articles of interest to students and adults. Study guides, outlines, questions, and bibliographies frequently included with major articles. Good index, also separate map index [Also available on disc.]

World Factbook. U.S. Government Printing office, CIA, annual. $32.00. Grades 7-12. Treats the following topics for each country in the world: land, people, government, economy, communication, defense forces. Small map in each entry refers to the twelve large maps of various parts of the world at the end of the book.

Worldmark Encyclopedia of the Nations. 5 vols. 9th ed. Gale, 1998. Factual, statistical information on the countries of the world.

Reference/ILL 800 Number Service

The Anchorage Municipal Libraries offer 800 number reference services to all libraries and interlibrary loan service to public libraries, combined school/community libraries and eligible school districts – those with a district media coordinator or a staff member trained in conducting interlibrary loans. (Contact the School Library Coordinator at (907) 269-6569 to check eligibility.)

Ready reference means questions that can be answered within 30 minutes. Large research questions are beyond the level of grant funding that Anchorage Municipal Libraries receives from the State Library for this project. Because local libraries do not know the reference tools at AML, however, they can ask any reference question with the understanding that a question might be too complex for the service and that the request will have to be declined.

The program is designed to supplement local reference collections and help the library play a key role as an information provider to its community. The librarians at AML deal directly with librarians. The 800 number should not be given directly to patrons. Staff and students at schools must route all interlibrary loan requests and reference questions beyond the scope of their collections to the district media coordinator or person charged with handling library responsibilities. Use in-house, in-district, and (when possible) local public library resources before calling the 800 number. If a question or request requires an interlibrary loan, the district media coordinator/library staff person should follow ILL procedures (see Interlibrary Loan/I-2).

Public libraries, combined school/community libraries, and eligible school districts that do not have OCLC or LaserCat/FastCat subscriptions (see *LaserCat and FastCat*/L-1) may use the 800 number for interlibrary loan requests. Upon request, AML will send materials directly to the address of the requesting school instead of the central district location, but if problems occur, the district is responsible for the return or replacement of ILL items.

To contact the Reference/ILL Service at AML, call 1-800-261-2838. For more information, or to check eligibility for one or both of the services AML offers, call the School Library Coordinator at (907) 269-6569.

Research Summaries

Research can be helpful to practicing librarians and library staff for a number of reasons. Reading about studies done in other libraries can help us make better decisions about our own library and information programs, teaching techniques and management of our collections besides providing justification for funding. Some research is reported in professional literature but additional studies can be found by searching ERIC (see *ERIC*/E-2), Library Literature, Dissertation Abstracts International, and the Alaska Statewide databases (see *Magazines, Newspapers, and More*/M-4.)

Research does not have to be difficult or time-consuming. Some of the most useful "research" simply involves keeping records, observing new programs or ideas, and sharing your findings with other librarians.

Alaska Study

In late 1997, the Alaska State Library, concerned about declining test scores, commissioned an investigation of how the condition of the state's school library media programs and the activities of school librarians affect this problem. The resulting newly published study of school libraries, *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools* by Keith Curry Lance, et al, explores how high quality school library media programs can, and do, contribute to academic achievement in Alaska. The study focuses on school librarians and examines the direct relationship between school library staffing and student performance. It also identifies selected activities of library media staff that affect test scores.

Building on the results of his earlier study of Colorado school libraries, Lance's Alaska study breaks new ground by assessing specific staff activities and their relationship with student achievement. This study also verifies that relationships between school libraries and academic achievement are not anomalous, but apply to Alaska's school libraries as well. As in earlier studies, Lance found the relationship between school librarians and test scores cannot be explained away entirely by differences in school size, funding, and teacher staffing levels.

Of the library media predictors for which data was available, those demonstrating noteworthy direct and indirect effects on academic achievement were:

- Level of librarian staffing,
- Hours the library media center is open,
- Staff activities, especially delivering library/information literacy instruction to students, collaborating with teachers on instructional units and providing inservice training to staff,
- Library usage,
- Cooperative relationships with the public library,
- Ability to provide student access to online information, and
- Collection development policy that addresses reconsideration requests.

Contained within the Alaska study, an extensive review of the literature pertaining to school libraries and student achievement provides an excellent source of research related to school libraries/librarians and educational achievement.

Colorado Study

Prior to the publishing of *Information Empowered*, the best known and most publicized recent research in the school library field was an earlier study by Lance, Welborn and Hamilton-Pennell for the Colorado Department of Education in 1991-92. Usually referred to as the Colorado Study, the findings of these researchers indicate a positive correlation between the expenditures on library media programs and academic achievement in public schools.

In assessing the impact of school library media centers on academic achievement, potential predictors were drawn from the LMC as well as its school and community contexts. All potential predictors for which data were available were considered. Following is a summary of the findings reported:

- The size of a library media center's staff and collection is the best school predictor of academic achievement. Students who score higher on norm-referenced tests tend to come from schools which have more library media staff and more books, periodicals, and videos.

- The instructional role of the library media specialist shapes the collection and, in turn, academic achievement. A library media center should be staffed by an endorsed library media specialist who is involved not only in identifying materials suitable for school curricula, but also in collaborating with teachers and others in developing curricula. These activities require that the media specialist have adequate support staff. This involvement in the instructional process helps to shape a larger--and, presumably, more appropriate--local collection. Students who score higher on norm-referenced tests tend to come from schools where this instructional role is more prominent.

- The degree of collaboration between library media specialist and teachers is affected by the ratio of teachers to pupils. Collaboration of this type depends on the availability of both media specialist and teachers to engage in this important work. Specialists who play an instructional role tend to have teacher-colleagues whose workloads also permit such collaboration.

- Library media expenditures affect LMC staff and collection size and, in turn, academic achievement. Not surprisingly, the size of the LMC collection is related to the amount of funding available for such purposes. Students who score higher on norm-referenced tests tend to come from schools which spend more on library media programs.

- Library media expenditures and staffing vary with total school expenditures and staffing. It is also little surprise that the funding and staffing levels of library media programs rise and fall along with those of other school programs.

- Among school and community predictors of academic achievement, the size of the LMC staff and collection is second only to the absence of at-risk conditions, particularly poverty and low educational attainment among adults.

Resource Center Program

What Works: Resource Centers for Student Learning. Students in schools with well-equipped resource centers and professional teacher-librarians will perform better on achievement tests for reading comprehension and basic research skills.

What Works: Cooperative Program Planning and Teaching. Teachers with experience in cooperative program planning and teaching with a teacher-librarian have a more positive view of the role of the teacher-librarian and welcome closer collaboration.

What Works: Cooperative Program Planning and Teaching with Flexible Scheduling. The development of student competence in research and study skills is most effective when integrated with classroom instruction through cooperative program planning and team teaching (CPPT) by two equal teaching partners – the classroom teacher and the teacher-librarian.

What Works: Cooperative Program Planning and Teaching in Secondary Schools. Teacher-librarians in secondary schools are not involved in cooperative program planning and team-teaching with classroom colleagues as equal teaching partners to the extent that principals, teachers and teacher-librarians themselves believe that they should be.

What Works: Information Retrieval Through On-line Searching by Secondary School Students. Students prefer information searches using computer technology to print searching even through they experience difficulty performing this form of information retrieval.

What Works: Differentiated Programming for the Gifted. Gifted and talented students in differentiated programs of resource center use make better use of a broader range of materials and make more extensive use of the resource center for school activities than those in regular programs.

Sources

Lance, Keith Curry, Christine Hamilton-Pennell, Marcia J. Rodney with Lois A. Petersen and Clara Sitter. *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools.* Alaska State Library, 1999.
Lance, Keith Curry, Lynda Welborn and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement.* State Library & Adult Education Office, Colorado Department of Education, 1992.

Emergency Librarian: The Magazine for School Library Professionals. Printed 5 times a year by Rockland Press. "What Works:…" is a regular column on academic research into school library practices.

Another resource on this topic

The Research of School Library Media Centers. Castle Rock, CO: Hi Willow Research and Publishing, 1990. (Available through the School Library Coordinator's office.)

Schedules

There are different ways to schedule library time. Flexible scheduling is recommended by *Information Power* (see *Information Power*/1-1), and by most librarians. Research confirms that flexible scheduling is an important factor in allowing the librarian needed time for collaboration with content area teachers, instruction in library/information literacy skills, and administrative tasks such as training on use of information technologies – activities that show a strong relationship to higher levels of student achievement.[1] Flexible scheduling is not always possible, due to administrative or district decisions which often use the library period as a method of providing planning time for other teachers. However, as opportunity presents itself, librarians should take the opportunity to discuss the benefits of flexible scheduling with administration and staff and work to increasingly incorporate flexibility in the library schedule. Providing students with access to a media center that can meet the educational needs of an increasingly sophisticated information-based society will result in lifelong advantages that can not be underestimated.

Scheduling Options[2]

- Flexible Scheduling--Allows for students to use the library when needed by individuals, groups, and classes through mutual planning by the librarian and the classroom teacher to integrate information skills and literature into classroom curriculum.
- Fixed Scheduling--Classes are assigned at a regular time each week. Often this is the teachers planning period.
- Block Time Scheduling--Classes reserve a block of time for library use when they are working on a specific assignment. Teachers should accompany the class to the library and be available for assistance along with the librarian.
- Open Scheduling--Classes have no scheduled time. Individual students and classes are allowed to come to the library or be sent when they need to use library resources.

Findings from the Irving TX Independent School District after one year of Flexible Access:[3]

- "Flexible access" is beneficial to the learner; it encourages development of students information-gathering skills, an appreciation of literature, and activities to foster lifelong reading and library usage.

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[1] Lance, Keith Curry, Christine Hamilton-Pennell, Marcia J. Rodney with Lois A. Petersen and Clara Sitter. *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools.* Alaska State Library, 1999.

[2] From Stein, Barbara and Rissa Brown. Running a School Library Media Center. New York: Neal-Schuman, 1992. p10.

[3] Lankford, Mary D. "Flexible Access; Foundation for Student Achievement" *School Library Journal.* August, 1994. pp. 21-23.

- What is taught and learned in the library must not be separate from what is taught and learned in the classroom. One must be in sync with the other.
- Multiple activities can successfully co-exist in the library, and more than one grade level or class can access resources simultaneously.
- Flexible access results in no less control by the librarian. Instead (and in some cases for the first time), the librarian has become a full-fledged, integral part of the teaching and learning process, playing an essential role in curriculum planning.
- Flexible access helps create students who are excited about learning and are able and eager to complete research projects.
- Even kindergartners and first graders can find their way to the library and independently check out their own books.
- A library under siege by learners has a higher noise level, is not always in perfect order, and contains some worn out resources. But, such a library is also providing an environment for learning as we have never before witnessed.
- Flexible access gives full visibility to the creative capabilities of librarians. The role of the librarian as teacher, organizer, leader, resource specialist, reading consultant, and curriculum wizard becomes obvious through planning sessions with teachers and other new responsibilities.

Steps to Making the Move to Flexible Scheduling[4]

- Adjust your current lessons [to support curricular projects]
- Be knowledgeable about all of the curriculum
- Support your administration and/or faculty's endeavor to make changes in instruction and teaching strategies
- Start with one grade or, even better, one unit of study and build [as teachers see the benefits, they will become advocated of flexible scheduling]
- Keep flexibility in the forefront [discuss and promote at every opportunity]
- The Library Media Specialist's position on the faculty changes [librarian is seen increasingly as an integral component of the teaching staff]

Recommended Reading on Flexible Scheduling

- "AASL Position Statement on Flexible Scheduling". Chicago, IL: American Association of School Librarians. http://www.ala.org/aasl/positions/ps_flexible.html
- Bradburn, Frances. "Crunch time." *School Library Journal*, Nov. 1999. Pp. 43-47
- Buchanan, Jan. *Flexible Access Library Media Programs.* Englewood, CO: Libraries Unlimited, 1991.

[4] Browne, Karen Stevens. "Making the Move to Flexible Scheduling--Six Stepping Stones" *School Library Media Activities Monthly*. September, 1991. pp. 28-29.

- Doborot, Nancy L., and Rosemary McCawley. *Beyond Flexible Scheduling: A Workshop Guide.* Castle Rock, CO: Hi Willow Research and Publishing, 1992.
- Kroeker, Lois Hokanson. "Behind Schedule: A Survey of West Texas Schools," *School Library Journal*, December, 1989. pp. 24-28.
- Miller, Donna P. and J'Lynn Anderson. *Developing an Integrated Library Program.* Worthington, OH, Linworth Publ., 1996.
- Monck, Deborah. "Schedules and Planning and Forms, Oh My!" *Library Talk*, Sep/Oct. 1999, pp. 11.
- Ohlrich, Karen Browne. "Flexible Scheduling: The Dream vs. Reality," *School Library Journal*, May, 1992. pp. 35-38.
- Van Deusen, Jean Donham. "Prerequisites to Flexible Scheduling," *Emergency Librarian*, Sep/Oct, 1995, Vol.23 Issue 1, pp. 16.

Search Strategies

Essential Search Strategies[1]

If you are not happy with your results, try another search engine; check your spelling; or try synonyms or related, broader, or narrower terms. By all means, use *some* strategy. Though they have many quirks, most engines allow users the following advance techniques.

Search Strategy	Explanation	Examples
Boolean operators	AND limits your search, requiring that both or all words appear.	Vietnam AND protest AND students Japan AND cooking
	OR is used to capture synonyms or related words	car OR automobile coronary OR heart
	NOT eliminates possibilities that you suspect will cause problems.	Martin Luther NOT King China NOT dishes
	(Some search engines use + and - for AND and NOT	
Wildcards	An asterisk (*) or a question mark (?) may often be used to stand for any character or string of characters	teen* (picks up teenage, *teenagers*, or teens) Herz? (for *Herzegovina)* wom?n (for woman or women)
Natural language searches	Some search engines allow you to type in questions as you would think or speak them.	Why is the sky blue?
Phrases	You often will want words to appear together in specific order. Commonly, quotation marks (" ") set words off as phrases to be searched as a whole. (Some search engines use parentheses, commas, or hyphens instead of quotation marks.)	"vitamin A" "bed and breakfast" "George Washington Carver"

[1] Valenza, Joyce Kasman. *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program.* Chicago: ALA, 1998. Reprinted with permission from the American Library Association.

Search Strategy	Explanation	Examples
Proximity	Words often are not meaningful in your search unless they appear near each other in a document. In large documents, words separated by lots of text are generally unrelated. ADJ specifies that two words appear next to each other. NEAR/25 specifies that two words appear within 25 words of each other.	global ADJ warming Eric Clapton NEAR/10 Cream
Field searching	This feature restricts searches to certain portions of Web documents. It allows you to specify that the search words appear in the title, URL, or first paragraph.	title: cancer URL: epa
Nesting	Nesting allows you to create more-complicated search statements combining Boolean operators using parentheses.	(car OR automobile) AND Saturn
Case sensitivity	Most search engines are case insensitive by default. However, there are some that recognize uppercase and lowercase variations.	Baker (retrieves name and eliminates reference to cake. and bread makers) AIDS (eliminates reference to helpers) China (eliminates references to dishes)

Selection

Choosing materials to become a part of your library collection is one of the most rewarding responsibilities of being in charge of a school library. Because funds are short and wants are long it is most important that you make wise choices in the items you are able to add to the collection.

You will be selecting from a wide range of materials including fiction and nonfiction books, paperbacks and hardbacks, reference and circulating materials, easy to read and challenging materials, newspapers and magazines, multiple copies or single copies, print, nonprint, or electronic. Review your mission statement to find direction and focus for your collection.

Selection Terminology

- *Acquisition*--Obtaining library materials by purchase, exchange, or as gifts.
- *Collection Development*--All the activities that build a library's collection including developing policies, determining users' needs and use of the collection, selecting, ordering and weeding the collection.
- *Reconsideration of materials*--A form and series of actions to respond to a complaint made by a library user about library material.
- *Selection Policy*--The principles and practices guiding the choice of library materials to add to the collection.
- *Weeding*--The process of choosing items to remove or discard from the collection because of age, wear, inaccurate information, etc.

From: Kolb, Audrey. *A Manual for Small Libraries in Alaska*. Alaska State Library, 1992.

Selection and the Internet

With the availability of Internet and World Wide Web resources, a new aspect of selection deserves consideration. Librarians are now called upon to locate and provide easy access to reliable sources of information on "the net." Links to recommended sites can be added to the school or library web page or bookmarks can be set up and saved for later use. Online information resources can be very useful in supplementing the school library collection and providing coverage on topics that are highly specific or not often requested. See *WWW – Recommended Sites*/W-2 for recommended Internet sites related to major curricular subjects.

This sample Material Selection Policy can be used as a model or adapted for use in your district.

Material Selection Policy[1]

It is the policy of the Board of_____ School District to provide a broad range of educational materials to enrich and support the curriculum and to meet the needs of the individual students and teachers. The professional staff should provide students with a wide range of materials of diverse appeal. Materials should be available in a variety of formats and represent varying levels of difficulty and varying points of view. In selecting materials, principles outweigh personal opinion. Materials are considered for their quality and appropriateness.

RESPONSIBILITY

1. The board of school directors assumes legal responsibility for the selection of materials in the district's library information centers.

2. Responsibility for the selection of all library materials is delegated to the professional library staff through the building principal. The selection process involves open opportunity for consultation with administrators, faculty, supervisors, and students. Selection is based upon evaluation
   a. by the professional library staff
   b. in professional library tools and other review media
   c. by other responsible professionals
3. In selecting materials library staff, administrators, and faculty are guided by the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, standards adopted by the American Association of School Librarians, and the School Library Standards of the State Department of Education.

4. The collection will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats and a wide range of materials on various levels of difficulty supporting the diverse interests, needs, and viewpoints of the school community.

CRITERIA

1 - Materials should support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses.

2. Materials should be selected to enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.

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[1] Valenza, Joyce Kasman. *Power Tools 100+ Essential Forms and Presentations for your School Library Information Program.* Chicago, IL: American Library Association, 1998.

3. Care will be taken to select materials meeting standards of high quality in
   a. presentation
   b. physical format
   c. educational significance
   d. readability
   e. authenticity/accuracy
   f. artistic quality or literary style
   g. factual content
   h. treatment that is clear, comprehensible, skillful, convincing, well-organized, and unbiased
   i. special features, such as useful illustrations, photographs, maps, charts, graphs, etc.
   j. technical production/construction that is well-crafted, durable, manageable, and attractive

4. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum. Selected materials should support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by the particular facility for which they are chosen.

5. Materials should be selected representing opposing points of view on controversial issues, encouraging individual analysis.

6. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.

7. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.

8. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.

9. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.

10. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

PROCEDURES FOR SELECTION

The school library media professional, in conjunction with teachers, administrators, and the school library media advisory committee, will be responsible for the selection of materials. In coordinating this process, the school library media specialist will do the following:

1. Arrange, when possible, for firsthand examination of items to be purchased.

2. Use reputable, unbiased, professionally prepared selection aids when firsthand examination of materials is not possible. Among the sources to be consulted are
   AASA Science Books and Films
   American Film & Video Association Evaluations
   Basic Book Collection for Elementary Grades
   Basic Book Collection for Junior High Schools
   The Best in Children's Books
   Children's Software Review
   Bulletin of the Center for Children's Books
   Horn Book
   Kirkus Reviews
   Book Report
   Booklist
   Library Journal
   Multimedia Schools
   Reference Books for School Libraries
   School Library Journal
   Technology Connection
   VOYA
   Wilson Catalog series: *Children's Catalog, Junior High School Catalog, Senior High School Catalog*
   CD-ROMs for Schools and Libraries
   other sources as appropriate

3. Consider recommendations from faculty, students, and parents.

4. Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting the above criteria.

5. Purchase duplicates of extensively used material.

6. Purchase replacements for worn, damaged, or missing materials basic to the collection.

7. Determine a procedure for preventative maintenance and repair of material.

WEEDING

The collection of the library information center will be continually reevaluated in relation evolving curriculum, new formats of materials, new instructional methods, and the current needs of its users. Materials no longer appropriate should be removed. Lost and worn materials of lasting value should be replaced. Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items

* in poor physical condition
* containing obsolete subject matter
* no longer needed to support the curriculum or student/faculty interests
* superseded by more current information
* containing inaccurate information

PROCEDURE FOR CHALLENGED MATERIALS

The following procedures will be followed when a citizen challenges the appropriateness of an item in the collection:

1. Complainant will be asked to complete a Citizen Request for Reconsideration of Materials. This report will be forwarded to the superintendent, who will then inform the school board of directors.

2. The Citizen Request will be forwarded to a library review committee, appointed by the superintendent, that will consist of the library information specialist, the reading specialist, the principal, a teacher from the school involved, and an administrator from the central office.

3. A meeting of the library review committee will be scheduled within one week of receipt of the Citizen Request.

4. Material will be judged by the committee as to its conformance with the criteria for selection listed in this selection policy.

5. The written decision of the committee will be forwarded to the superintendent, who will inform the school board of directors and complainant of the committee's decision.

6. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent for a review of all proceedings by the school board of directors, who will render a final decision as to the appropriateness of the materials in question.

7. Challenged materials will remain in circulation until the process is completed.

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Recommended reading:

Allen, Christine. "Afterthoughts on Collection Development for New Schools or How Not to Fall for the Easy Way Out Because There Isn't One." *Book Report*, Nov/Dec, 1998, pp. 8.

Moore, Frank. "The Internet as a Money-Saving Alternative Collection Resource." *Book Report*, Nov/Dec. 1998, pp. 47.

Wasman, Ann M. *New steps to Service: Common-Sense Advice for the School Library Media Specialist*. Chicago, IL: American Library Association, 1998.

Yesner, Bernice L. and Hilda L. Jay. *Operating and Evaluating School Library Media Programs: A Handbook for Administrators and Librarians*. New York: Neal-Schuman, 1998.

Citizen Request for Reconsideration of Materials

Initiated by

(name)_____

Phone_____Address_____

Group affiliation (if any)_____

Material in question_____

Author_____

Title _____Copyright date_____

Format ❑ book ❑ periodical ❑ CD-ROM ❑ other (please specify)_____

Publisher_____

Please respond to the following questions. If you need more space, please attach additional pages.

1. Did you read/hear/view the entire work? ❑ Yes ❑ No
2. If not, which part did you read or view?
3. Specifically what part of the information did you find objectionable? *(Please cite pages, frames, sections of CD-ROM, etc.)*
4. For what age group(s) would you recommend this material?
5. Have you read our district's Material Selection Policy? ❑ Yes ❑ No
6. What do you believe is the theme or purpose of the work?
7. Could you find any value in the work? *(Please describe.)*
8. Are you aware of any professional reviews of the work? *(Please list.)*
9. How would students be affected by exposure to this work?
10. What do you suggest the school/library do about this material?
11. What material of equal value would you recommend to convey a similar picture or perspective?

Signature_____ Date _____

Shelving and Reshelving

" Shelving" is both an activity and an item of furnishing in the library. Many school libraries use student or adult volunteers for the job of reshelving materials. It is most important that they understand call numbers and "shelving" techniques in order to shelve accurately and efficiently. The following suggestions have been compiled from several sources.[1]

Reshelving Library Materials

CALL NUMBERS

- Call numbers for the Dewey Decimal Classification are decimals. Look first at the three digit number before (to the left of) the decimal point. Group the numbers in numerical order. When there is more than item with the same 3-digit number prior to the decimal point, look at the first number to the right of the decimal point in the tenths column to determine order. A smaller number in the tenths column will come before a larger number in the tenths column, no matter how many more numbers are added after the tenths. Keep looking, column by column, to find which comes first. Therefore 127.199999 comes before 127.2 and 435.801 comes before 435.802.
- When two numbers are exactly the same, the author's last name determines the order. If Dewey number and author name are the same, title differences would determine the order.
- Practice shelving sequence by arranging books on a cart in shelf order.

Examples:

322.39 Jos	796.503 Gol
322.4 Lam	796.718 Att
342.09 App	796.72 Pre
342.1 Hol	798.99 Ult

PREPARING TO SHELVE

- Place items on book trucks or carts before shelving.
- Sort the books on the carts beginning with the smallest number on the left top shelf.

SHELVING TIPS

- Accuracy is the most important factor in shelving. A misshelved item is the same as lost.
- Take the cart to the general area where materials will be shelved.
- Shelving is from left to right and top to bottom in a section, usually 36 inches wide.
- Check the numbers on the books on each side of the spot you are placing the book.
- Watch for items that need to be repaired.
- Straighten books so that the spines are even with the front edge of the shelf.
- Fill shelves no more than two-thirds full whenever possible.
- Adjust the bookend so that the books stand upright but are not too tightly packed.

ADDITIONAL HINTS OR SUGGESTIONS

- Plan for systematic "reading"(check for order) of shelves.

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[1] "Basic Shelving Techniques" *The Whole Library Catalog*. Chicago, American Library Association, p. 234-236.
" Tips for Proper Shelving of Books" *Procedures Manual for School Library Media Centers*. Oklahoma State Department of Education, 1986. p. 120.

- Consider assigning student volunteers certain sections to keep in order.
- Ask students to shelve books "spine up" and sticking out from the shelves so that you can check the accuracy of their shelving.
- Tall bookends with cork bottoms may be worth the extra cost.

Shelving[2]

The choice of shelving is a decision that affects the appearance and efficiency of the library for years to come. Quality is important. Shelving manufacturers offer a wide range of choices in shelf heights and fewer in shelf widths. Standard sizes are the most economical to buy. Steel shelving is less expensive than wood shelving and offers a degree of flexibility. However, the appearance of wood is often more appealing. The ability to rearrange shelving sections and move individual shelves is important as the library adjusts to changing needs.

SHELF WIDTHS, HEIGHTS, AND DEPTHS

- Width. The standard width of library shelving is 36 inches on center. Longer shelves have a tendency to sag and require heavier structural elements to support the weight.
- Height. The lowest standard height is 42 inches and the tallest is 90 to 94 inches tall. Reaching the top shelves is difficult if the shelf units are taller than 84 inches. School libraries will choose shelf heights appropriate for their students' use.
- Depths. Most library books, including encyclopedias will fit on a shelf 9 inches deep. Shelves of 12 inches or 16 inches may be needed for kits or other special materials.

SHELF CAPACITY

- New building shelves should be planned to be only 2/3 to 3/4 full so that books can be reshelved easily and new titles inserted. The following is an estimate of the number of volumes that can be shelved per lineal foot of shelf space.

Number of Books per Lineal Foot

Type of Book	Per Foot of Shelf
Picture books	19
Children's books	10-12
Adult fiction	8
Adult nonfiction	6
Reference	6

ADDITIONAL CONSIDERATIONS

- Adjustable Shelves. Because books are of varying heights, it is not advisable to purchase shelving units with fixed shelves.
- Stability. Some shelving requires sway bracing. The taller the shelf units, the more likely bolting will be required. Double faced shelving is more stable than single face shelving.
- Levelers or carpet pins. Floors may not be perfectly level. Adjustable levelers and carpet pins increase the stability of shelving units.
- Shelf load. Whether metal or wood, shelves should support a load of 40 to 50 pounds per square foot.

[2] Kolb, Audrey. p. II-9-13

Signs for the Library

A sign system is a means of making your library easier to use by providing information and simple instructions for the location and use of items in your collection. Signs help people become more independent and will free you to do more important things. The purposes of signs include:

- Identification: The library, reference materials, fiction, biography, magazines.
- Direction: Workroom, restrooms
- Instruction: How to use equipment, materials
- Information: Hours, special events

Elements of Good Signage

- **Location** - Place signs where they are visible and at a height where they can be seen and attract attention. A sign placed so low that it is hidden when someone stands in front of it isn't particularly useful. Think of the size of the person to whom the sign is directed.
- **Message** - Keep it short, use terms that most people will understand and be positive. Try "Please dispose of gum" rather than "No gum chewing allowed in library."
- **Symbols** - Use symbols if they are simple, effective and easily understood. There are no language barriers to understanding when a good symbol is used.
- **Lettering** - The letters of the alphabet can vary from short to tall and in thickness. The letters need to be in proportion of width (thickness) to height for ease in reading. Make sure the words are of a size and shape to be legible from the distance you want the sign to be read.
- **Color** - Color combinations and contrast effect readability. The following list from *Sign Systems in Libraries* are the most visible color combinations, with 1 being the most visible:

1. Black on yellow
2. Black on white
3. Yellow on black
4. White on blue
5. Yellow on blue
6. Green on white
7. Blue on yellow
8. White on green

- **Space** - The amount of space between letters and between words also affects readability. Blank, empty space around the edges of the lettering allows the background color to frame the message. This helps to attract attention and to improve readability.
- **Durability** - Exterior signs should be painted or carved, or treated in some fashion, to withstand the weather.

Even without an artist's hand, neat, legible interior signs can be prepared by unskilled people. Library and office supply firms sell several products for sign making; pressure sensitive letters, gummed letters, lettering kits and sign machines. Signs can be made on the computer, enlarged and printed on a laser printer. Many schools have an Ellision or Accu-Cut machine with alphabets and cut-out designs in various sizes. Your resources, budget and creativity will determine your choices for signage. (For information about these two lettering machines, see bottom of page1, *Storytelling*/S-8.)

SLED
Statewide Library Electronic Doorway

What is SLED?

SLED, the Statewide Library Electronic Doorway, is an easy-to-use World Wide Web system that connects people to library, government, local community, and Internet information resources. SLED provides connections to information of statewide interest.

What specific information is available on SLED? Here's a sampling.

Alaska Statewide Databases: (See *Magazines, Newspapers and More*/M-4.)
- EBSCO
- Electric Library

Library catalogs:
- University of Alaska library catalog
- Fairbanks, Anchorage and Juneau public library systems
- Internet-accessible libraries worldwide (600+)
- Library of Congress

Alaska information resources:
- Legislative Information System
- Native and indigenous peoples
- Weather
- State of Alaska Home Page
- Alaska Tourism Information

Networks:
- Alaskan local community networks as they come online

Information resources:
- Alaskan and worldwide campus information systems
- Federal databases and bulletin boards
- Reference desk links
- Web Search Tools

Additional connections to information resources are being added to SLED each month.

Who pays for SLED?

SLED is brought to you by Alaskan libraries. It is principally funded by the Alaska State Library and Rasmuson Library, University of Alaska Fairbanks.

Who can access SLED?

Anyone may access SLED. If you have an Internet-capable computer, just go to the following URL: http://sled.alaska.edu/. For those who wish to use SLED from the library, the State Library has funded a direct Internet connection to computers in the public libraries in Anchorage, Fairbanks, and Juneau for high-speed access to SLED. Most libraries and citizens around the state may use computers and modems to connect to SLED without being charged for a long-distance phone call.

When did SLED begin?

The SLED project began in early 1993 with a consultant's study, *Alaska Community Information System Investigation Report,* commissioned by the State Library. SLED's first public test run occurred in March, 1994. SLED became a World Wide Web site in July, 1995.

Who can I talk to about SLED?

Your comments, suggestions, and questions about the services are welcome. Please send email to sled@muskox.alaska.edu or call 1-800-478-4667

Statistics

Keeping statistical records may seem like the least important of your jobs as a librarian, and it certainly has to come behind many other parts of the professional duties you perform. However, you will find that the numbers you collect will help make many of your professional decisions easier and are needed to support many of the requests you make of other people. Some statistics are required as part of the reporting system to the administration. You need to ask which numbers will be required of you. Other statistics will help with collection development, scheduling, budget requests, planning for new or remodeled facilities, etc. We will try to indicate why you might want to collect each type of statistic and the simplest methods of doing so.

COLLECTION STATISTICS

Many of these statistics are generated during an inventory which is traditionally done at year-end in school libraries (see the entry under Inventory/I-4). In addition to the total number of items in different formats which the library owns, you need to record the number and type of items added and withdrawn during each year. Being able to demonstrate that your budget was spent to support a new curriculum adoption or that you had to throw away the bulk of a particular type of software can help you justify requests at budget time.

Your school district may want to keep records on the costs of materials. If you are using a card catalog, it is easiest to write the price of a new item on the shelf list card as it is unpacked. Automated systems have a price category in their MARC records where price information may already be stored when the books are processed by your jobber. If not, and if you are expected to keep cost records, you can enter the prices. If there is not some necessity for keeping this financial record, put it on the bottom of your list of tasks, or give it to a volunteer who is willing to do tedious and repetitive work.

LIBRARY SERVICE STATISTICS

The following statistics can be acquired by "**sampling**." Select a typical week for your library, a week most like all the other weeks in the year, not a report card or holiday or testing week. Frequently, a week in late February or early March will do. Make your counts during that week, then multiply the numbers by the number of weeks the library is open during the year.

Annual amount of attendance in the library (keep track of everyone who comes in, by category.) Count both number of classes and number of children, including drop-ins, staff members, parents or other public members.

In-library use of library materials —This includes books and magazines that have been left on tables. These are the materials they have used in the library, rather than having been checked out. Ask patrons to leave everything they take from a shelf out on a table or counter instead of putting them back. This will give you a count of material usage to add to circulation figures to help you know how many and what types of items are being used in your library. Many automated systems will let you do this counting with a bar wand or portable scanner.

Annual number of reference questions asked—This should be the number of questions expected to be answered by using library materials. (If you are feeling adventuresome, count these by marking how many were answered and how many were not. This may give you some ideas about whether you need to spend more money on your reference collection.)

Circulation Statistics

Circulation is the number of items checked out of the library. These statistics can be collected by sampling if your circulation is not automated. However, circulation is such an important factor in accountability for the library program that you should take your samples once a month, or at least several times during a year. Then average those counts to get a number that can be multiplied to represent a year.

If you are automated, your computer will collect these statistics automatically as it tracks your circulation. You simply need to print out a report at the end of the year.

To help decide on budget division for the next year, you may want to track circulation by large category such as: non-fiction, fiction by reading level (regular, easy reading), paperbacks, periodicals, audiocassettes and phonorecordings, videocassettes, computer programs and CD's, interlibrary loans, other (puzzles, patterns, kits, filmstrips, etc.)

The more detailed statistics are, the more useful they can be; for example, by classification number of the nonfiction. This information can be helpful to the librarian in identifying which subject areas in the collection are getting the most use. For example, you could count circulation by the Dewey hundreds (100s, 200s, 300s, 400s, etc.). If the count shows that the 700s and the 900s account for more circulation than other parts of the nonfiction collection, you could order more books in those subject areas.

Resource Sharing Statistics

Resources sharing is the loaning and borrowing of library materials from one library to users of another library, that is interlibrary loan; or it can be reciprocal borrowing agreements. In a reciprocal borrowing agreement the collection of the library is open to the users of another library; for example, the materials in a university or school library can be borrowed in person by the those who are not students. It can also be the asking and answering of questions from one library to another library or agency because a library doesn't have the materials to answer a question. It can also be the referral of a library user to another agency to obtain the needed information. Keeping track of the number of times your library must borrow to fill the needs of your students and teachers is a powerful argument in budget discussions with your administrators.

Interlibrary loans are books, magazine articles, or other media borrowed from, or loaned to, another library. (See the entry under *Interlibrary Loan*/I-2).

Reference referral is the asking of an informational question of another library, office, or agency when the library does not have the resources to answer the patron's request. (See *Reference/ILL 800 # Service*/R-3.) It works in the reverse too—it can be the answering of a question from another library. It can also be the sending of someone to another library or another office. For example, in a small community there may not be any need to duplicate certain expensive resources, such as the *Alaska Statutes*. Instead, the library staff should know which agency in the community has that title. The library user would be referred to the agency that owns the statutes, probably the City Office or the Legislative Affairs Office, to use the volumes.

Another example of a referral is a student sent to the public library to get information that was not available in the school library. In this case the student was referred to the public library.

Storytelling

Storytelling has a long tradition in education. It is a wonderful way to interest children in reading and literature. There are many variations on storytelling. Some storytellers use props and costumes. Others may use chalk, flannel boards, puppets, or some other way to enhance the story they are telling.

Alaska has a number of professional storytellers who are available for school presentations. *The Alaska Center for the Book Newsletter*[1] will highlight storytellers coming from the "lower 48" for appearances in Alaska. See the entry under *Author Visits*/A-6.

Non Traditional Resources for Storytelling: Flannel Boards and Puppets[2]

Flannel Boards

Flannel boards are an effective way to enhance storytelling. Teachers and librarians who work with young children may have a collection of materials for flannel or felt boards. These boards are useful for storytelling as well as presenting concepts. They are flexible because pieces can be added, removed, and manipulated easily for presentations.

Finding Material for Flannel Boards.

Felt is the most popular material used for flannel and felt boards. School specialty companies and school supply stores in large cities often have cut-outs available. Fabric stores may have cut-outs for appliqué. Another option is to make your own designs from simple outline pictures you find in coloring books or stencil guides. You can buy or make figures to illustrate concepts or stories you use with children. Choose shapes that can be used in more than one story. Local school supply stores may have flannel board figures or you can order sets from school specialty companies. Some cut-outs may be available in sets or individual items.

Tips for Storing your Flannel Figures.

Groups of felt figures that illustrate a specific story or teach a specific concept, can be grouped in one transparent plastic bag and filed accordingly. Keep felt cut-outs together as a collection in a box or hang them in plastic bags on racks. Some librarians may prefer to file by subject or title (for storytelling) in the vertical file.

Use a lettering machine to cut felt in a variety of shapes using special dies (Ellison and Accu-cut brands are highly recommended.) Many elementary schools and libraries have one of these machines and an assortment of dies available to use. Each has about a dozen alphabet styles and hundreds of shapes. Felt, vinyl, contact paper, poster board, and all kinds of paper can be cut using the equipment. Ellison Lettering Machine P.O. Box 8209, Newport Beach, California 92658-8209 (714-724-0555) Fax 714-724-8548. Accu-Cut 1035 E. Dodge St., P.O. Box 1053, Fremont, NE 680226-1053 1-800-369-1332 or http://www.accucut.com

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[1] For information about the newsletter, write to Alaska Center for the Book, 3600 Denali St., Anchorage, AK 99503.

[2] From Sitter, C. *The Vertical File and its Alternatives*. Englewood, CO: Libraries Unlimited, 1992. pp. 159-160, 164-165.

Puppets

There are a number of kinds of puppets available for library and classroom use. Those used in your library will most likely be hand, finger, or glove puppets. They can be used with children and youth for storytelling, role-playing, creative dramatics, music foreign language, speech, and health study. They can add interest to both presentations and teaching situations. Puppets are often used in counseling or therapy sessions and with special students.

There are many sources of puppets, including school supply distributors, toy stores, and library companies. You can also make your own puppets.

Choose characters that can be used in a variety of stories and situations. Select puppets that appeal to children. Choose washable fabrics if possible so children can play with them. You may be able to purchase some puppets in your local toy stores but before purchasing you will probably want to look at a number of catalogs for the best selection and so that you get puppets you can mix and match. You may want to use iron on labels to mark your ownership. Each puppet can be stored in a separate plastic or mesh bag.

You can encourage teachers to use puppets by providing books and ideas for using them in the classroom. Invite classes to storytelling sessions where you use puppets to illustrate a story. Use a puppet as a library mascot. Consider circulating your puppets to teachers and adults working with children for the period needed. Consider circulation to children.

Student Aides

Many school libraries use student aides to help with many tasks. The abilities of student volunteers ranges from gifted to those with learning disabilities. The best students do not necessarily make the best student aides. The most important factor, beyond interest, is motivation.

Students are motivated by some of the same things as adults--physiological needs, safety, sense of belonging, esteem, and finally self-actualization.[1] Examples of things you can do to address these needs include:

Physiological needs:
- provide snacks
- provide a comfortable, cheerful place to work

Sense of belonging:
- include a photo of library aides in the yearbook
- invite them to a holiday party
- take pictures of them and display them in your office
- send seniors graduation cards

Esteem:
- give aides special borrowing privileges – i.e. no fines
- give aides free photocopies
- recognize aides with award certificates
- give them something to be responsible for – i.e. magazine check-in
- let students plan a display

Self-actualization:
- assure (and demonstrate to) students that skills learned in the library are transferable to other work and to other learning goals
- write recommendations for students at the end of each year with specific details of skills demonstrated

Working with student aides

Secondary schools:

In some secondary schools, the student aide position is a for-credit class. This may require that a scope-and-sequence of activities and skills be drawn up and regular tests and reports given. Although this sounds like a lot of work, create individual units so students can learn a skill in a self-paced manner and then move on to another. Each skill learned qualifies the student to operate a machine or perform a service that needs to be done for the library. Other schools won't require tests but will still require you to demonstrate your system for evaluation. Contact the School Library Coordinator for sample evaluation forms.

Secondary students can usually be relied upon to perform almost every task in the library (see the following list) if each task is broken down into its simplest parts and each part can be

[1] Abraham Maslow's hierarchy of human needs and motivations.

done separately. Students who have only a single class period to work get frustrated at never seeing the end of a task unless you set up their work in small increments.

Rotate tasks frequently. Most adolescents have short attention spans and low boredom thresholds. Their work may begin well, but the quality will fall off quickly if you do not keep something fresh and interesting coming their way.

Elementary schools:

Usually, it is not possible to have students assigned to the library during a regular school day in elementary school. However, students can be very helpful with circulation, shelving, and general straightening if you can arrange for training at other than academic times. Scheduling a library club to meet before or after school can allow time for training. Some meetings should be solely for fun, with food, games, etc. Otherwise, most students will soon lose interest.

Students can be scheduled to do their assigned work during recess or lunch. Alternatively, an aide can be selected from each room to perform his duties whenever his class is in the library. A partnership of a primary class with a student from an upper grade doing the library aide work would allow for some self-esteem building in less able students who can be trusted to help younger students.

Safety

Be sure that student aides are not allowed to move equipment that can pose a hazard. Particularly be aware that there are regulations against students moving tall audio-visual carts with heavy televisions, monitors, etc. Use safety straps for this equipment, and do not allow students to move anything taller than they are.

Tasks from A-Z that Student Aides Can Perform

Arrange displays and bulletin boards
Back up computer files
Check materials in and out
Deliver materials to classrooms and office
Enter information into computer database
File microfiche, cards, catalogs
Get and sort mail
Help in book repair
Inventory with hand-held computer devise
Journal check-in and processing
Keep paper slips and pencils available
Laminate
Maintain school-spirit bulletin board
Newspaper check-in and maintenance
Overdue printing, sorting
Put materials away
Qualify book shipments with packing slips
Recommend titles
Shelf read
Train other students using equipment
Update print indexes
Validate purchase considerations
Water plants
Xerox and machine maintenance
Yearly evaluation - library likes/dislikes
Zealously publicize the library services

Ideas from: Everhart, Nancy. "Library Aides: If You Fulfill Their Needs, They Will Come (and Work!)" *Book Report,* May/June 1994. pp.12-13.

Talking Book Center

The Library of Congress program of National Library Service for the Blind and Physically Handicapped provides books and magazines in recorded and Braille form to people who are either permanently or temporarily unable to read standard print.

In Alaska, this service is provided by **The Talking Book Center**, administered by the Alaska State Library. Located in downtown Anchorage, this facility mails Braille books and recorded materials and the equipment for reading them to individuals all over the state. Those who are registered for the program receive the special playback machines with books in cassette or Braille formats at no charge. Postage for both borrowing and returning materials is free.

In order to register for the program, applicants must be certified to be eligible.

Qualifications include:

1) Visually Impaired
   a) blind persons (vision 20/200 or less with correcting lenses)
   b) by a visual disability which prevents the reading of standard print

2) Physically handicapped by being unable to either read or use printed material because of physical limitations

3) Reading disabled by a reading disability so severe as to prevent reading in a normal manner

Certifying authorities include:

1) Medical personnel
2) Professional specialists (i.e. social workers, counselors, etc.)
3) Teachers and librarians in some cases

Children may be certified to be eligible for Talking Books if they are unable to physically hold books, to visually see regular print, or if they have been diagnosed by a doctor as having a severe reading disability. (Mental retardation does not qualify.)

The Talking Book Center has a wide variety of children's books available, both fiction and non-fiction. They range from print/Braille picture books to young adult level recorded books. A catalog is available from the Center. Every year, the Center supports the inclusion of handicapped children in the regular reading activities of the school by obtaining or having recorded the entire set of books on the Battle of the Books list (see entry at Battle of the Books/B-1).

If you are in a district with a Special Education Coordinator, contact him or her to initiate certification for a student. If there is no such position in your district, you can call the Talking Book Center yourself (269-6575) to speak to Pat Meek about qualifications and to request an application. Web address is: http://www.eed.state.ak.us/lam/library/dev/tbc.html

Technology in School Libraries

School libraries are frequently the center, or at least the beginning, of technology in the school. The librarian may act as the technology leader of the school. Even if this isn't a comfortable role for you, be very sure that the committee (or person) that is making decisions about the installation of new technology realizes the central role that libraries should play in information access and training.

The following listing of equipment is only general. Specific models, brands, and sizes will depend upon the size of your project, your budget, and the needs of your patrons. However, use this list in discussions with your administration and/or technology committee about the needs and values of technology in the library.

Technology in the library must support four areas:

The curriculum and teaching program of your school
The research and information access of students and staff
The production and presentation of research projects
The management of library processes

CURRICULAR SUPPORT

›Visual projection and viewing systems
- Video screens permanently available in all instructional areas (preferable)
- Video system tied into library production center
- Portable video receivers (if necessary)
- Video projector(s) for large screen viewing
- Tape and laser disk playback machines
- Capability to tape off-air/cable/satellite broadcasts

›Sound systems
- Speakers in all instructional areas (perhaps in conjunction with video)
- Capability to play back CD, DVD and tape
- Public address system tied into library production center

›Distance delivery arrangements
- Classroom setup (perhaps in close conjunction with library) which can provide two-way video and audio connections for remotely taught classes including convening equipment for audioconferencing or video conferencing
- Satellite dish or cable access to such programming

›Media booking system
- Banks of video (tape, disk , DVD, CD and laserdisk) and sound (CD and tape) playback machines located in library, delivering signals to building network of monitors controlled by system allowing teacher reservation and ordering of media from classroom computers and control of media from classroom (by remote control).

›Working access to library publishing equipment
- Building network set up to allow use of classroom computers to access all equipment (see publishing function) in library

RESEARCH AND INFORMATION ACCESS

›In-library access
- Networked workstations comparable to 1/4 number of largest expected class

CD-Rom network accessible by workstations for indices and full-text information
Printer for every workstation (to speed information print-out)
Copy machine
Access to playback machines (video and sound)
Site license arrangements for software when necessary

›In-building access
Networked from every instructional area to library resources

›Distance access
Internet access via netmodem and sufficient telephone support to allow 1/4 of largest expected class access at once
Network (phone line) access should mirror every electric outlet to allow for flexibility of equipment arrangement
Installation of wide-area-network to allow for after-school phone-in to use library resources
Appropriate licensing agreements for software

PUBLISHING AND PRESENTATION

›Print
Word processing equipment
Laser printers (color)
Scanner
Poster printer
Laminators
Binding machines
Copy machines (color)

›Video
Video cameras (several formats)
Video editing equipment (with computer interface for text, visual manipulation, etc.)
Video projector and interface with building network for projection
LCD plates capable of handling live-action video or computer projector

›Compact disc/DVD
Equipment (computer and drive) for writing to compact disc (capable of enormous storage and easy playback)

›Desktop presentation
Large capacity drives for presentation software
LCD plate with live action or computer projection system
Storage media (writable CD) or removable mass storage media

LIBRARY MANAGEMENT

›Technical processes
Sufficient computer equipment to allow for an automated and integrated circulation and public access catalog system as well as equipment available for processing materials, ordering, etc.
Capability to access CD storage of student pictures and records in conjunction with circulation
Fax/printer for interlibrary loan and information exchange
Modem (either private or netmodem) always available for librarian

›Instructional
Teaching station with all video, sound, network, etc. available in any classroom

For more specific information or help in planning a technology project for your library, contact the School Library Coordinator.

Vendors and Distributors

Addresses and Phone Numbers

This section contains locating information for some vendors who may be of use to Alaskan libraries. Inclusion in this listing does not imply recommendation. For more information about their services, write or call for catalogs. Please send information about any other vendors who provide services which are valuable to you, and we will include them in future listings.

ALASKA MATERIALS

Alaska Council on Economic Education
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Alaska Department of Fish & Game
Box 3-2000
Juneau, AK 99802
(907) 465-4210

Alaska Distribution Section
U.S.G.S.
101 Twelfth Avenue, Room 126
Fairbanks, AK 99701

Alaska Geographic Society
639 W. International Airport Rd.
Anchorage, AK 99516
(907) 562-0164

Alaska Historical Society
524 W. 4th Avenue, Suite 207
Anchorage, AK 99501
(907) 276-1596

Alaska Magazine
2507 Fairbanks St.
Anchorage, AK 99501
(907) 274-4114

Alaska Native Language Center
Univ. of Alaska Fairbanks
218 Eielson Bldg.
Fairbanks, AK 99775
(907) 474-7874

Alaska Natural History Association
401 W. 1st Ave.
Anchorage, AK 99501
(907) 274-8440

Alaska Northwest Books
203 w. 15th Ave.
Anchorage, AK
278-8838
1-800-331-3510

Alaska Pacific University Press
4101 University Drive
Anchorage, AK 99508
(907) 564-8215

Alaska State Museum
395 Whittier Street
Juneau, AK 99801
(907) 465-2901

Alaskakrafts Publishing
7446 E. 20th Street
Anchorage, AK 99504
(907) 333-8212

Anchorage Museum of History and Art
121 W. 7th Avenue
Anchorage, AK 99501
(907) 343-4326

Cooperative Extension Services
University of Alaska
1514 Cushman St.
Fairbanks, AK 99701
(907) 452-1530

Foundation Studios
P.O. Box 2141
Kenai, AK 99661

KUAC
University of Alaska Fairbanks
Fairbanks, AK 99775-1420

Nan McNutt and Associates
P.O. Box 265
Petersburg, AK 99833
(907) 772-4809

Misty Mountain Press
P.O. Box 773042
Eagle River, AK 99577
(907) 258-9800

Oil Spill Public Information Center
645 G Street
Anchorage, AK 99501

Paws IV
P.O. Box 2364
Homer, AK 99603

Sky River Films
3700 Woodland Drive, Suite 100
Anchorage, AK 99517
(907) 243-3332

Top Notch Publishing
P.O. Box 27
Edna Bay, AK 99950

University of Alaska Bookstore
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1151
(Alaska materials, textbooks, etc.)

University of Alaska Museum
University of Alaska Fairbanks
Fairbanks, AK 99775
(907) 474-7505
(Alaska books and other materials)

University of Alaska Press
University of Alaska Fairbanks
Fairbanks, AK 99775-1580
(907) 474-6389

White Mammoth
2183 Nottingham
Fairbanks, AK 99709
(907) 452-8894

OUT-OF-PRINT DEALERS

Alaskana Book Store
Gene Short
4617 Arctic Blvd.
Anchorage, AK 99503
(907) 561-1340

Alaska Heritage Bookshop
Richard Wood
P.O. Box 22165
18005 Point Stevens Road
Juneau, AK 99802
(907) 789-8450

Alaskan Renaissance Books & Booksearch
2837 Windy's Way
Anchorage, AK 99517
(907) 243-6561

The Observatory
Dee Longenbaugh
235 2nd Ave.
Juneau, AK 99801
(907) 586-9676

BOOK STORES

*Stores have indicated they will provide BookFairs to rural areas as well as in town.

Barnes and Noble
200 E. Northern Lights
Anchorage, AK 99503
(907) 279-7323
http://barnesandnoble.com
(www.bn.com)

*Borders Books & Music
1100 Dimond Blvd.
Anchorage, AK 99515
(907) 344-6807
http://www.borders.com/

*Cook Inlet Book Co.
415 W. 5th Ave.
Anchorage, AK 99501
(800) 240-4148
FAX (907) 258-4491
http://www.cookinlet.com/

*Metro Music & Book Store
530 E Benson
Anchorage, AK 99503
(907) 279-8622

*Vine & Branches Christian BookShoppe
1120 E Huffman Rd. #3
Anchorage, AK 99515
(907) 345-8778

*Waldenbook Store
University Center
3901 Old Seward Hwy.
Anchorage, AK 99503
(907) 561-7644

LIBRARY-RELATED PUBLISHERS

R.R. Bowker -- Specializing in reference books for library, publishing, and bookselling professionals.

R.R. Bowker
121 Chanlon Road
New Providence, NJ 07974
Phone: (888) 269-5372
Email: info@bowker.com

Greenwood Press -- academic, reference, and professional books, including a series of books on School & Children's Librarianship. A description and table of contents for each title is available online.

1-800-225-5800.
FAX: (203) 222-1502.
http://www.greenwood.com/

Highsmith Press - resources "that offer creative ideas and practical instructional aids for children's librarians, school library media specialists, and anyone engaged in the education and development of children and young adults."

Highsmith Press
P.O. Box 800
Ft. Atkinson, WI 53538-0800
1-800/558-2110
fax 1-800/835-2329
http://www.hpress.highsmith.com/

Libraries Unlimited -- books for professional librarians including many of particular interest to school librarians.

Libraries Unlimited
P.O. Box 6633
Englewood, CO 80155-6633
1-800-237-6124 or (303) 770-1220
Fax: (303) 220-8843
E-mail: lu-books@lu.com

Linworth Publishing – materials of interest to school librarians. The company also publishes three periodicals: Technology Connection (for K-12 school media and technology specialists), The Book Report (for junior and senior high school librarians), and Library Talk (for elementary school librarians). Selected articles and reviews from these magazines are available online.

Linworth Publishing
480 E. Wilson Bridge Road, Suite L
Worthington, OH 43085
800-786-5017 or 614-436-7107
Fax 614-436-9490
E-mail linworth@linworth.com

Neal-Schuman Publishers -- Specializes in books for librarians and educators including many titles of particular interest to school librarians.

Neal-Schuman Publishers
100 Varick St.
New York, NY 10013
Phone: 212-925-8650
Fax: 212-219-8916
http://www.neal-schuman.com

Oryx Press -- Specializes in books for educators and libraries.

Oryx Press
P.O. Box 33889
Phoenix, Arizona 85067 – 3889
1-800-279-6799 or
fax 1-800-279-4663

Scholastic Inc.

Scholastic Order Processing
2931 East McCarty Street
Jefferson City, MO 65101
1-800-724-6527 1-800-223-4011
FAX (573) 635-5881
http://www.scholastic.com/

SIRS, Inc -- SIRS products include full-text CD-ROM databases used by many school libraries. The SIRS home page also leads to The Knowledge Source, a guide to the World Wide Web designed to aid librarians, teachers, and students in their research endeavors.

SIRS Mandarin, Inc.
PO Box 272348
Boca Raton, FL 33427-2728
(800) 232-SIRS
Fax (561) 994-4704
http://www.sirs.com

H. W. Wilson -- Publisher of library reference materials.

The HW Wilson Company
950 University Avenue,
Bronx, New York 10452
800-367-6770 / 718-588-8400http://www.hwwilson.com/

LIBRARY FURNITURE VENDORS

The following vendors offer furniture suitable for school libraries and media centers:

Brodart Company -- 1-800-233-8959
Demco, Inc -- 1-800-356-1200
Gaylord Brothers -- 1-800-448-6160
Grafco Inc. -- 1-800-367-6169
Gressco Ltd. -- 1-800-345-3480
Highsmith, Inc. -- 1-800-558-2110
Library Bureau -- 1-800-221-6638
The Library Store, Inc. -- 1-800-548-7204
Maine Library Furniture-- 207-774-4606
Texwood Furn. Corp. -- 1-888-878-0000
H. Wilson Company -- 1-800-245-7224
Winsted Corporation -- 1-800-447-2257
Worden Company -- 1-800-748-0561

AUTOMATION VENDORS: (See *Automation Issues*/A-7)

The Texas State Library and Archives Commission maintains a comprehensive list of library automation vendors with contact information and links to their URL addresses on the web. Go to: http://www.tsl.state.tx.us/LD/pubs/automationvendors.html

OTHER LIBRARY-RELATED VENDORS:

For a list of other library-related vendors and their contact information, go to this webpage http://www.libertynet.org/lion/vendors-category.html on the Librarians Information Online Network http://www.libertynet.org/lion/lion.html.

Librarian's Yellow Pages offers a free copy of this valuable directory to each librarian or library-related business. Call 1-800-235-9723 or fax your request to (914) 833-3053. The complete text of Librarian's Yellow Pages is also available at www.LibrariansYellowPages.com.

Volunteers

The term volunteer is used for people who usually work in the library at scheduled times, without salary or wages, and who are performing tasks that are part of the operation of the library. In school libraries there are two kinds of volunteers--adults and students. (See the entry on *Student Aides*/S-9.) Most likely the adults will be parents, but grandparents, retired community members and other adults that have an interest in schools and the time to volunteer may be candidates for volunteer jobs. Elementary, combined school/community, and K-12 school libraries will find it easier to recruit adult volunteers than will secondary schools.

Whenever possible, volunteers should be used to enrich the program and enlarge the activities of a school library. It is sometimes a temptation to load more and more of the regular activities of a school library onto the shoulders of a volunteer. The regular, basic program should be the responsibility of the school district.

Volunteer Programs

- Some libraries have very active volunteer programs. Volunteer programs can be effective when well administered and supervised. Volunteers can be effective library advocates also.

- Some volunteer activities are minor commitments, perhaps providing cookies for a storyhour or a reading club party. Other volunteer jobs may require a major commitment of time; for example, keeping the library open one afternoon every week, or one day every month. Or it might be mending books, or telling stories one morning each week during the summer, or managing the library sales items.

- All that is needed to organize volunteers to bring cookies for a story hour or library party is a phone list and a sign-up sheet. For important programs, something more formal is better.

- Regular volunteers for major library services, functions, or programs should be regarded as unpaid staff. As staff, their positions, tasks, or projects should have job descriptions, goals, and objectives, written if possible. The time it takes to write up these program basics will be well repaid by better, more organized results from your volunteers.

- When seeking volunteers, don't think or imply a lifetime commitment. Sometimes people want to volunteer for a short period of time only, or for one project or one activity. If volunteers have successful experiences in the library, they can make another commitment if they wish to continue.

- A volunteer wants to know that his or her contribution has had an effect on the library or has been beneficial in some fashion. Try to be as specific as possible in thanking your volunteers. Express to them exactly what would not have been done or would not have worked as well without their presence.

- Dissatisfied volunteers leave for a variety of reasons; unclear expectations, lack of supervision, lack of meaningful experiences (drudgery jobs), lack of personal rewards. If a volunteer leaves your library, try to find out why. You may be able to adjust your volunteer program in such a way as to lose no more volunteers for the same reason.

Establishing a Volunteer Program

Some libraries have a volunteer who manages the volunteer program. Volunteer programs don't just happen; they must be organized and developed. Some steps to build a program:

Planning — Determine the needs of the library. What are the priorities, the objectives? What needs to be accomplished and what skills are needed to do it? How long will it take to complete the activity you are planning?

Recruitment — Write a job description. Determine the tasks to be performed and the skills and experience needed. Publicize the volunteer opening in the library in public buildings in the community—the post office, the grocery store, the health clinic, churches, etc.

Interview Applicants — During the interview you want to explain to the applicant that the volunteer experience is of mutual benefit. The library will gain from the assistance, but the volunteer will be receiving training, information, skills, and experiences of benefit, too.

General questions should be asked during the interview. "What do you want to get from this volunteer experience?" "What personal and work goals are important to you in considering a volunteer job?" Sometimes the person wants to gain certain skills to qualify for a paid job. Sometimes volunteers have experience that is needed by the library, so ask questions that bring out other skills. "What kinds of jobs have you held in the past, either paid or not paid?" "Which jobs did you like?" "What tasks did you not like to do?" It may become obvious during the interview that the person is a good choice for the job. Or it may be that the person cannot fill the position you have available. In most school situations, you should find some job which the volunteer can do rather than turn him or her away. Since most volunteers are already connected to your school through their children, they may resent not being allowed to help.

Orientation — Once you have accepted a volunteer, that person should be given the same orientation as would be given paid staff. Everyone working in the library represents the library to others. They will be asked questions about the library, or they may tell a friend about materials or services of the library. Because of that interaction with other members of the community, it is important to explain the activities going on in the library, the job responsibilities of the volunteer, and the contribution the volunteer is making to the operation of the library.

Training and Supervision — The purpose of training is to enable the person to perform adequately. Be specific about the tasks you want performed. Provide a procedure manual, a checklist, or written instructions that will help the volunteers perform their duties in a satisfactory manner. Be courteous; greet volunteers when they arrive and thank them with a smile when they leave. Include them in meetings when possible. Invite them to participate in social functions of the staff; potluck dinners, the Christmas party, etc.

Recognition — People have good feelings about themselves when they know something they are doing is important to others. Appreciation of volunteers is very important to keeping those volunteers. Recognize volunteers publicly. Mention their names to the principal and superintendent and the number of hours they have contributed. Write a letter to each volunteer thanking her/him for assistance in the library. Mention them in the newspaper or in a newsletter. Celebrate outstanding projects or achievements. Put a book plate in a new book. It should state something similar to: "In recognition of (name) who has contributed over 100 (or other number) volunteer hours to the library." Have a

cake on their birthday. Sponsor a "Volunteer of the Month" program. Write letters of recommendation when requested. National Volunteer Week is in April of every year. That is a good opportunity to recognize all the library volunteers and publicize their contributions.

Evaluation — There are two targets for evaluation in a volunteer program; the program itself and the volunteer.

The program — At the end of a year or just before a new one begins, ask yourself: How successful was the library in attracting and managing volunteers? Were there job descriptions for the important volunteer programs and activities? Did the library establish objectives and performance standards for the volunteer job(s)? Was the library program improved? What was accomplished that couldn't have been accomplished without the volunteers? Did the results warrant the investment of time?

The volunteer — Did the performance of the individual measure up, meet, or surpass the objectives of the project? What else could this individual do for the library?

Volunteers can be a valuable resource to the library. A good volunteer program requires time – time to plan, to train, to review. Successful volunteers can be another voice for the library in the community.

Weeding

Books and other library materials are not to be kept forever. Information becomes outdated or even incorrect. Many authors and titles are no longer read. Books may have torn, crayoned, or missing pages. Here are some of the reasons for discarding, or weeding, materials from the collection.

Weeding:

- makes the library more inviting in appearance. Faded, ragged, dingy covers do not entice readers. Bright covers, clean, attractive book jackets are appealing and improve the appearance of the library.

- maintains an accurate, up-to-date collection. It is a disservice to users to keep obsolete, inaccurate information.

- saves time for users and staff. Users can more easily find what they want when unused titles have been removed. Library staff can reshelve titles more quickly when shelving is not crowded.

- saves space. Shelves become crowded with unused titles.

Weed or discard:

- worn and damaged titles.
- books with yellowed pages, tiny print, unattractive appearance
- out-of-date information with no historical value
- books which are inaccurate due to changing geographic or scientific knowledge
- unneeded duplicates
- superseded editions (older editions of a title published more recently)
- items which contribute to false and stereotyped social attitudes (example: role of women and of minorities, of people of other nations)
- biographies of people no longer of educational or general interest
- textbooks which have been delegated to library shelves
- titles which haven't been used in the past 3 to 5 years
- unimportant subject matter

Keep:

- titles which are being used if they contain accurate information
- titles which are circulating and being enjoyed
- local history (books about the local area, diaries of early settlers, audio and videotapes of elders and pioneers)
- writings by local authors
- information about Alaska

School librarians must coordinate their weeding with two factors that other librarians do not need to consider:

1) Curriculum — Since the guiding mission of a school library is to support the curriculum, you must have a thorough knowledge of what is being taught in your school. This includes both the formal curriculum (local and state standards) and the informal curriculum (i.e., the unit on butterflies that Mrs. Jones does every April). When considering whether to delete

material from your collection, think about whether it is needed to help support either type of curriculum, how many other materials will remain to help support that particular area, and how many students will need that type of material at one time. This doesn't mean that you should necessarily keep something you would ordinarily delete, but it should mean that you think a little longer about some things before they are discarded.

2) Faculty — a second factor in weeding in school libraries is your faculty. Many of them may have been in your school longer than you have, and may have lessons and projects built around books you might wish to delete. It is usually best to consult staff before you begin to weed. Let subject "experts" go through shelves with you after you have done some educating on your standards for retaining books. Be sure they know that the final decision is yours, but be flexible when possible. Teachers who help weed books seldom complain later about missing books. You may find it wise to offer the deleted books to teachers for their own room collections. (See a later topic in this entry on disposing of deleted books). When you find it absolutely necessary to weed a book that a teacher wants kept, explain your reasons, try to find newer or more accurate materials to fill the same need, and/or offer to purchase new material on the subject.

Crew Method

The U.S. Office of Education and the Texas State Library supported a project for the development of weeding guidelines. The resulting CREW method. (Continuous Review, Evaluation & Weeding) uses a formula called the **Crew Formula.**

In this method, each library analyzes its purpose, goals, and objectives in relation to its collection and establishes a formula. The resulting formula forms the guidelines for weeding, or for the retention of the library materials. This formula is expressed in numbers and letters for each subject area in the collection. For example, "5/3/MUSTY" means, "discard **IF:**

5 years since the book's latest copyright date and/or
3 years without use (the last recorded circulation was over three years ago) and/or
(any one of the letters below are descriptive of the material)
MUSTY, negative factors diminishing the usefulness of the book

M	=	Misleading (or factually inaccurate)
U	=	Ugly (worn beyond mending or binding, crayon or ink markings, torn pages, etc.)
S	=	Superseded (new edition or a better book on the topic is needed)
T	=	Trivial (no discernible literary or scientific merit)
Y	=	Your collection has no use for it (for example; duplicate copy or no interest in the community.)

The formula has to be determined for the various classifications in the library collection. Here is an example from a few numbers in the 300s. In some subject areas you might want to set a formula for very small ranges of numbers, but other areas of the collection could have quite broad sections. The 400s, dictionaries, for example, would probably use numbers no smaller than the 10s; 410, 420, 430, 440, etc. Topics in the social sciences and sciences might be in much smaller numerical differences.

000	5/3/MUSTY
100	10/5/MUSTY
200	10/5/MUSTY
306	10/7/MUSTY
310	3/3/MUSTY

320	5/3/MUSTY
321	5/7/MUSTY
324	5/5/MUSTY
340	5/5/MUSTY
370	5/3/MUSTY
380	10/7/MUSTY
395	5/5/MUSTY
398	KEEP/U(only)

Resources for Weeding

To borrow items useful in evaluating the collection, telephone or write to the School Library/Media Coordinator (269-6569).

Another set of guidelines was developed by Mary Bushing of Montana State University. She adapted her guidelines from Nonfiction Collection Guidelines for Smaller Libraries and the CREW Manual, mentioned above.

Mary Bushing's Weeding Guidelines by Dewey Class

These general guidelines are based on subject fields. Decisions about discarding always depend upon use, condition, and the mission of the library.

CLASS		LIKELY LIFE
001.6	Computer Science	5-7 years
001.9	Controversial knowledge	use?
020	Library science	10 years
030	Encyclopedias	5 years
100s	Philosophy	Use? Indefinite
100s	Other	5-10 years
133	Parapsychology	Use? Indefinite
150	Psychology	10 years
200s	Religion	Use? 10 years
300s	Sociology	5-7 years
310	Almanacs	2 years, reference
	Yearbooks	2 years, reference
	(older ones, historical use)	
320	Political science	5 years
330	Economics	5 years
340	Law	5 years/current
350	Public Administration	10 years
360	Social problems	10 years
370	Education	10 years
380	Commerce/Transport.	10 years
390	Folklore, Costumes	Indefinite
395	Etiquette	5 years
400s	Languages	10 years
500s	Science, Math	10 years
610s	Medicine	5 years or less
	(having nothing is better than incorrect info)	
600s	Agriculture	10 years
	Engineering	10 years
745	Crafts	Indefinite
770s	Photography	5 years

700s	Art, Sports, Music	Indefinite
800s	Literature	Use? Indefinite
910s	Travel	5 years
900s	History	Use? 15 years

Media :

Guidelines for the weeding of media are much the same as those for print materials—worn, damaged, out-of-date, inaccurate, unneeded duplicates, stereotypes, etc. However, there are additional factors related to the technical quality of media. These are:

- Sound; audible and consistent fidelity throughout
- Visuals; clear, words and titles easily read, pictures not detract from the topic; example, in clothing, hair styles, equipment, etc.

Condition is a factor also:

- scratches; visual materials and recordings free from damage
- breaks and tears; splices carefully made, the number of splices not detracting from the continuity of the visuals or sound

Disposing of Deleted Material

Many school districts have very precise policies about the disposition of deleted materials. **Check to see if your district has directions for you to follow in such a case.** If not, consider the following points:

1. Inaccurate material (facts which have been proven false – outdated names or borders on countries, etc.) should be destroyed by being torn, or defaced, so that the material is obviously not usable. Pictures could be clipped from some books for a picture file.

2. Other libraries or schools in your district may be offered any materials which are usable and which would enrich their collections.

3. Everything you delete should be prominently marked DELETED or OBSOLETE, etc. You can buy a large rubber stamp to make this faster. Mark the cover and the inside as well. Mark out your library name. Remove any barcode you may have on the material and pull off or obliterate any spine labels. (You need to do this because some of these materials will show up in your library at a later time, and you won't have to waste time figuring out if they really belong there or not.)

4. Faculty should be offered their choice of the remaining deleted materials to put into their own room or personal collections. (Make it clear that these things must not come back to the library and that if they do, they will be discarded.)

5. Students and parents may be offered the chance to pick up the remaining materials for their homes. Remind them that anything that gets returned to the library will be discarded.

6. Dispose of all remaining materials discretely. Double garbage bagging or sealing into heavy waterproof boxes keeps individual books from surfacing at a local dump or landfill and prompting public outcry from people who do not realize the careful process you followed in making your decisions and removing these volumes.

WWW – Recommended Sites

Establish yourself as an essential part of the curricular team by providing teachers with a helpful list of websites for the subjects they are teaching. This list is excerpted from *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program.*

OUTSTANDING HEALTH WEB SITES TO INVESTIGATE[1]

Achoo - **http://www.achoo.com/**
Ask Alice: Columbia University Health Question and Answer Service
http://www.cc.columbia.edu/cu/healthwise/alice.html – [Note: contains objective answers to explicit questions on human sexuality topics.]
Centers for Disease Control - **http://www.cdc.gov/**
CNN Interactive: Health Main Page - **http://www.cnn.com/HEALTH/**
Educational Standards and Curriculum Frameworks for Physical Education
http://putwest.boces.org/StSu/PE.html
Fronske Health Center's Health Education Page - **http://www.nau.edu/~fronske/he.html**
Good Health Web - **http://www.social.com/health/index.html**
Health and Fitness Forum - **http://www.worldguide.com/Fitness/hf.html**
HealthLinks: Your Health - **http://www.hslib.washington.edu/your_health/**
KidsHealth from the duPont Hospital for Children - **http://kidshealth.org/**
Mayo Health O@sis - **http://www.mayo.ivi.com/**
Medical Breakthroughs - **http://www.ivanhoe.com/**
MedicineNet: A Free Medical Reference - **http://www.medicinenet.com/**
NOAH: New York Online Access to Health - **http://noah.cuny.edu/**
PE Central - **http://pe.central.vt.edu/**
PubMed - **http://www.ncbi.nlm.nih.gov/PubMed/**
Resources for School Health Educators - **http://www.indiana.edu/~aphs/hlthk-12.html**
U.S. Department of Health and Human Services - **http://www.hhs.gov/hpagetxt.html**
Visible Human - **http://www.nlm.nih.gov/research/visible/visible_human.html**

[1] Valenza, Joyce Kasman. *Power Tools : 100+ Essential Forms and Presentations for your School Library Information Program.* Chicago: ALA, 1998. Reprinted with permission from the American Library Association.

OUTSTANDING LANGUAGE ARTS WEB SITES TO INVESTIGATE

AskERIC Lesson Plans - **http://ericir.syr.edu/Virtual/Lessons/**
Children's Literature Web Guide - **http://www.ucalgary.ca/~dkbrown/index.html**
Columbia University Bartleby Library- **http://www.columbia.edu/acis/bartleby/**
Complete Works of William Shakespeare - **http://the-tech.mit.edu/Shakespeare/works.html**
Encyclopedia Mythica: An Encyclopedia of Myth, Folklore, Legends, and More
http://www.pantheon.org/myth/
The English Server at Carnegie Mello - **http://english-server.hss.cmu.edu**
English Teacher's Web Site - **http://www.mlc.vic.edu.au/english/**
Genreflecting - **http://www.mancon.com/genre**
National Council of Teachers of English **http://www.ncte.org/**
On-line Books Page - **http://digital.library.upenn.edu/books/moved.html**
On-line English Grammar - **http://www.edunet.com/english/grammar/index.cfm**
Resources for American Literature - **http://www.cwrl.utexas.edu/~daniel/amlit/index.html**
Standards and Curriculum Frameworks: Putnam Valley - **http://putwest.boces.org/Standards.html**

OUTSTANDING SCIENCE WEB SITES TO INVESTIGATE

African Americans in the Sciences - **http://www.lib.lsu.edu/lib/chem/display/faces.html**
AskERIC Lesson Plans: Science - **http://ericir.syr.edu/Virtual/Lessons/**
Bill Nye, the Science Guy - **http://nyelabs.kcts.org/flash_go.html**
Cells: The Home Page - **http://www.dcn.davis.ca.us/~carl/cellhome.htm**
Discovery Channel School - **http://nyelabs.kcts.org/flash_go.html**
Elementary Science - **http://www.lme.mankato.msus.edu/ci/clem.sci.html**
Hub: Regional Alliance for Math and Science Education Reform -
http://ra.terc.edu/HubHome.html
NASA Homepage - **http://www.nasa.gov/**
Newton's Apple - **http://ericir.syr.edu/Projects/Newton/**
NSTA's Scope, Sequence & Coordination Project - **http://www.gsh.org/NSTA_SSandC/**
SciEd: Science and Mathematics Education Resources –
http://www-hpcc.astro.washington.edu/scied/science.html
Science Learning Network - **http://www.sln.org**
Standards and Curriculum Frameworks: Putnam Valley -
http://putwest.boces.org/Standards.html

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OUTSTANDING SOCIAL STUDIES WEB SITES TO INVESTIGATE

News
Anchorage Daily News - **http://www.adn.com/**
Christian Science Monitor - **http://www.csmonitor.com/**
CNN Interactive - **http://www.cnn.com**
USA Today - **www.usatoday.com**
Washington Post - **http://www.washingtonpost.com/**

Primary Sources
American Memory from the Library of Congress- **http://rs6.loc.gov/amhome.html**
Douglas: Archives of American Public Address - **http://douglass.speech.nwu.edu/**
Historic Text Archive - **http://www.msstate.edu/Archives/History/index.html**
Oyez: A Supreme Court WWW Resource - **http://oyez.at.nwu.edu/oyez.html**
Speeches of United States Presidents - **http://www.ocean.ic.net/rafiles/pres/thelist.html**
Supreme Court Decisions - **http://www.fedworld.gov/supcourt/index.htm**
US Founding Documents - **http://www.law.emory.edu/FEDERAL/**
US Historical Documents - **http://www.law.ou.edu/hist/**

Special Areas
American Civil War Home Page -**http://funnelweb.utcc.utk.edu/~hoemann/cwarhp.html**
American Studies Web - **http://www.georgetown.edu/crossroads/asw/**
Black History Month - **http://www.kn.pacbell.com/wired/BHM/AfroAm.html**
Black History Month Resources: Teaching African American History
http://socialstudies.com/feb/blackhistory.html
City Net - **http://www.city.net/**
Color Landform Atlas of the United States - **http://fermi.jhuapl.edu/states/states.html**
Exploring Ancient World Cultures - **http://eawc.evansville.edu/index.htm**
History Channel - **http://www.historychannel.com/index.html**
Holocuast Memorial Museum - **http://www.ushmm.org/index.html**
The History Net - **http://www.thehistorynet.com/**
Mapquest! - **http://www.mapquest.com**
National Geographic Online - **http://www.nationalgeographic.com**
Native American Information - **http://hanksville.phast.umass.edu/misc/NAresources.html**
Smithsonian Home Page - **http://www.si.edu**
Thomas (Congress) - **http://thomas.loc.gov**
Today in History - **http://www.scopesys.com/today**
US Census Bureau Home Page - **http://www.census.gov**

A great list of useful websites and search engines for students and teachers is found on the Information Age Consultant's web site at: **http://www.iage.com/bookmark.html**

Web Glossary of Terms -
This glossary of terms related to the Web, Web searching and Netscape, is frequently updated: **http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html**

Young Readers' Choice Award

The Young Reader's Choice Award (YRCA), sponsored by the Pacific Northwest Library Association (PNLA), is the oldest children's choice award in the United States. Established in 1940 to promote reading for enjoyment, it is unique from other children's choice awards in that it is the only regional award chosen by children of two countries - the United States and Canada.

Students participate in the YRCA by reading (or having read to them) at least 2 books from a list of nominees. There are currently two different divisions in the YRCA. The list of nominees for the "Fourth through Eighth Grade Division" includes 12 titles, all published 3 years prior to the award date (i.e., all nominee titles for the 1996 award were published in 1993.) The list of nominees for the "Senior Division" includes 5 titles. Students are only required to read 2 of the titles, but encouraged to read as many as possible. During the first week of March, students in Alaska, Washington, Oregon, Idaho, Montana, British Columbia and Alberta are invited to cast their vote for the book they think should win the Young Reader's Choice Award.

Participation in the YRCA is not designed to be competitive, but to provide a reading incentive for students. Many children's book awards, including the Newbery and Caldecott, are selected by adults. The YRCA differs in that the children themselves are the ones who decide which book is best. Children's choice awards are important because they include the children in the process and reflect books that are popular with large numbers of children. As students participate in YRCA reading, they are flexing their reading muscles, being exposed to a variety of genres and in the end cultivating their own reading tastes.

Suggested titles for the YRCA ballot are made by people just like you. The more interested people who participate in the nominating process, the more representative it becomes of fine, popular books for children. The YRCA Committee Chairperson for PNLA makes the final selection of nominees based upon titles submitted from the states and provinces in the Pacific Northwest region.

If you have never participated in YRCA with your students, we encourage you to become involved and to introduce your students to the oldest children's choice award in the country. Participation requires having copies of the books (usually in paperback) for students to read, tallying the votes March 1st and sending them to the committee. Book lists are published in the *PUFFIN*, newsletter of the Alaska Association of School Librarians, each fall and reproducible ballots appear there in the spring issue. The more reading incentives we provide our young students, the more apt they are to become life-long readers.

Many bookstores (see the entry under *Vendors and Distributors*/V-1) carry paperback stocks of the YRCA books and will frequently give a special discount on a package purchase.

If you have questions, please contact either of the Alaska YRC Co-Chairs:

Linda Masterson, Librarian
Northwood Elementary School
4807 Northwood Drive
Anchorage, Alaska 99517
248-0100 (Work)
344-1613 (Home)
243-2101 (FAX)
e-mail: lindam2@muskox.alaska.edu

Stetson Momosor,Youth Services
Anchorage Municipal Libraries
Samson-Dimond Branch Library
Dimond Center Mall
800 E. Dimond
Anchorage, Alaska 99515
349-4689 (Work)
e-mail: stetsonm@muskox.alaska.edu

or visit the PNLA Web Page at http://www.pnla.org/yrca.htm.

Division Winners: Grades 4-8

1990	Louis Sachar	*There's a Boy in the Girl's Bathroom*
1991	Ann M. Martin	*Ten Kids, No Pets*
1992	Bill Wallace	*Danger in Quicksand Swamp*
1993	Jerry Spinelli	*Maniac Magee*
1994	Phyllis Reynolds Naylor	*Shiloh*
1995	Peg Kehret	*Terror at the Zoo*
1996	Phyllis Reynolds Naylor	*The Boys Start the War*
1997	Eve Bunting	*Nasty Stinky Sneakers*
1998	Louis Sachar	*Wayside School Gets a Little Stranger*
1999	Andrew Clement	*Frindle*

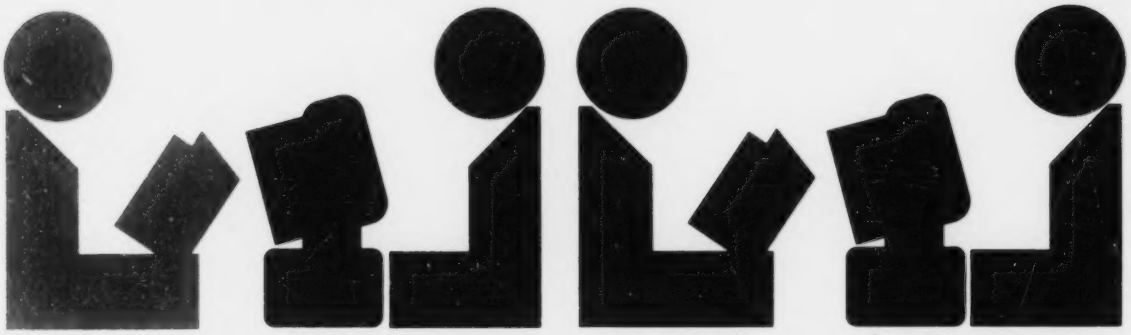
Division Winners: Senior High

1991	Jenny Davis	*Sex Education*
1992	Peter Dickinson	*Eva*
1993	Caroline B. Cooney	*The Face on the Milk Carton*
1994	Ann Rinaldi	*Wolf by the Ears*
1995	Lois Duncan	*Who Killed My Daughter?*
1996	Lois Lowry	*The Giver*
1997	Caroline B. Cooney	*Driver's Ed*
1998	Karen Cushman	*The Midwife's Apprentice*
1999	Eve Bunting	*SOS Titanic*

From a PUFFIN article "Young Reader's Choice Award" [by Linda Masterson, Northwood Elementary School, Anchorage, Fall 1994.]

Nitty Gritty

Easy Reference



A-1 Accreditation Standards
A-2 Alaska Standards
A-3 Alaska State Library
A-4 Alaskana
A-5 Associations and Organizations
A-6 Author Visits
A-7 Automation Issues
A-8 Awards, Honors, and Prizes

B-1 Battle of the Books
B-2 Bibliographic Format
B-3 Bibliographies/Booklists
B-4 Big6 Skills
B-5 Book Fairs
B-6 Booktalks
B-7 Budget
B-8 Bulletin Boards

C-1 Calendar for Management
C-2 Calendar of Special Events
C-3 Call Numbers and Classification
C-4 CD-ROM Evaluation
C-5 Censorship & Controversial Materials
C-6 Certification
C-7 Clip Art
C-8 Confidentiality
C-9 Copyright Guidelines

D-1 Documents for School Libraries

E-1 Equipment
E-2 ERIC
E-3 Ethics
E-4 Evaluation of School Library Media Programs
E-5 Evaluation of School Library Media Specialists

F-1 Facilities
F-2 Filing Rules
F-3 Filtering

G-1 Grants

I-1 Information Power
I-2 Interlibrary Loan (ILL)
I-3 Internet Use Policy
I-4 Inventory

J-1 Job Descriptions
J-2 Job Interviews

L-1 *LaserCat and FastCat*
L-2 Library/Information Literacy Standards
L-3 Library Schools

M-1 Magazines for Elementary
M-2 Magazines for Librarians
M-3 Magazines for Secondary Schools
M-4 Magazines, Newspapers and More

P-1 Procedures Manuals
P-2 Processing Materials
P-3 Professional Collections for Librarians
P-4 Public relations

R-1 Reading Promotion Programs
R-2 Reference Books
R-3 Reference/ILL 800 Number Service
R-4 Research Summaries

S-1 Schedules
S-2 Search Strategies
S-3 Selection
S-4 Shelving and reshelving
S-5 Signs for the Library
S-6 SLED
S-7 Statistics
S-8 Storytelling
S-9 Student Aides

T- 1 Talking Book Center
T-2 Technology in School Libraries

V-1 Vendors and Distributors
V-2 Volunteers

W-1 Weeding
W-2 WWW – Recommended sites

Y-1 Young Readers' Choice Award